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ABSTRACT

The IRC Model for Input-Output Analysis of Student Personnel Services is designed to provide information to support program planning-evaluation-budget systems of participating colleges. The instruments of the model have been constructed to allow the application of systems analysis techniques to a wide variety of student personnel settings. The instruments of the IRC Model which are presented in this document consist of the following: "Student Personnel Services Objectives Assessment", by which students and faculty rate selected student personnel objectives; and "Assessment of Outputs for Student Personnel Services", by which students and faculty rate the extent to which current student personnel services are successful in accomplishing the selected objectives. The IRC Model was developed through a 1971-73 statewide student personnel services project of 26 Florida community/junior colleges. The normative data for this administration of the model is presented in 28 pages of this document. A "Guide for Cost Analysis of Student Personnel Services Strategies" is also presented. (SW)

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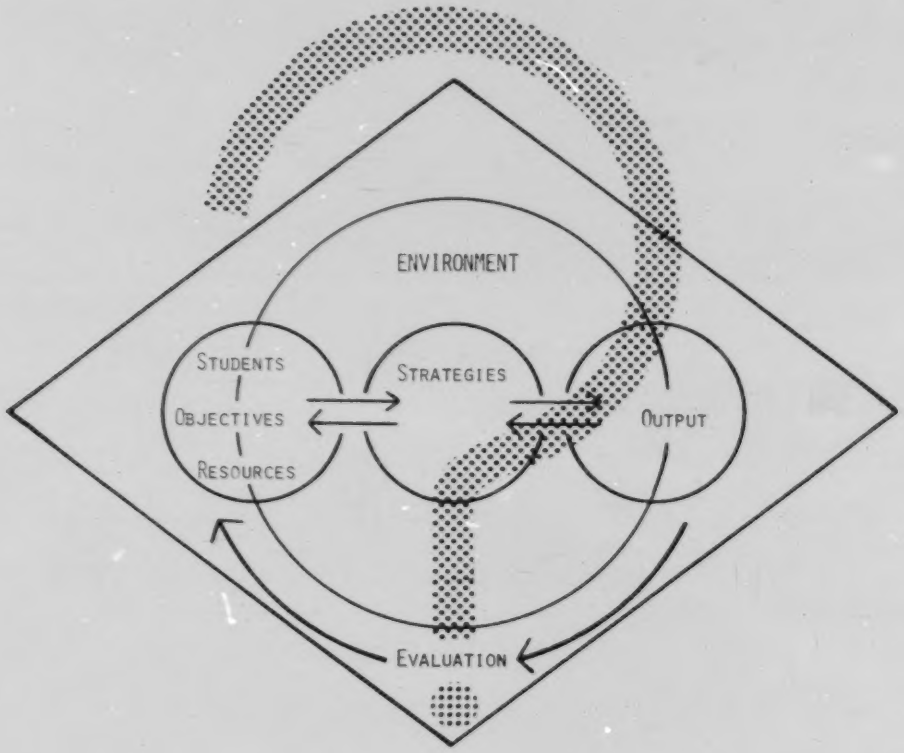
The IRC Model For Input-Output Analysis of Student Personnel Services

James L. Wattenbarger / John M. Nickens

JC 740 247



Florida Community Junior College
Inter-Institutional Research Council

Cooperation for Progress Through Research

COOPERATION FOR PROGRESS

Representatives from Florida community colleges met at the University of Florida in April 1968. This meeting was in response to an invitation by the Institute of Higher Education for these colleges to consider establishing a consortium of Florida community colleges to facilitate inter-institutional research. From the meeting the Florida Community Junior College Inter-institutional Research Council had its beginning with fifteen colleges committed for a trial period of six months. Since that time the council's membership has grown to twenty colleges with commitments of participation varying from one year to lifetime.

The Council consists of a designated representative from each participating college. This policy-making group provides guidelines for the operation of the Council. An executive committee for the Council is composed of eight representatives: The Director of the IRC, The Associate Director of the IRC, a representative of the Division of Community Colleges, Florida Department of Education and representatives from five member colleges elected at large.

The IRC is an integral part of the Institute of Higher Education of the University of Florida. Dr. James L. Wattenbarger, Director of the Institute of Higher Education, serves as the Director of the Council, Dr. John M. Nickens is the Associate Director.

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FOREWORD

The IRC Model for Input-Output Analysis of Student Personnel Services was designed to assess the importance of objectives, how they are achieved, to what extent they are achieved, and how much it costs per objective per student in any given year.

The IRC Model was developed through a 1971-73 statewide student personnel services project of 26 Florida community/junior colleges.

The Model consists of three instruments; Assessment of Student Personnel Services Objectives, Assessment of Outputs for Student Personnel Services, and Guide for Cost Analysis of Student Personnel Services Strategies.

Forty-six personnel service objectives are used in the assessment of objectives. Those objectives were identified through statewide workshops of student personnel service practitioners and validated by having students and faculty respond to the importance of them. Further validity was established when the objectives were found to account for 90 percent of student personnel service salary money for participating colleges.

In the objectives assessment, faculty members and students rate selected objectives in terms of importance presently placed on them by their colleges and the importance they believe should be given them. In the output assessment, student and staff responses indicate to what extent student personnel service programs are successful in accomplishing the selected objectives. In the efforts assessment, responses from student personnel staff members are analyzed to determine salary costs of each objective.

The IRC Model has not only provided management information needed for participating colleges to adjust their efforts in the direction of areas with indicated needs, but resulted in better understanding by both faculty and students of the role of student personnel services.

An Advisory Committee consisting of research and student personnel practitioners assisted in the development of this Model and the collection of normative data. This Committee was composed of:

Dr. George Barton
Dean of Continuing Education
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Ft. Lauderdale, Florida

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Miami-Dade Community College
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The IRC representatives and their member institutions for 1972-73 are:

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Dr. Clinton Hamilton
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Central Florida Junior College

Mr. R. C. Peeples
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Dr. Jeffrey Stuckman
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Mr. Alfred N. Miner
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Dr. Archie B. Johnston
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Valencia Community College

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I. RATIONALE

Efficient management of educational endeavors is now requiring precise definition and management of educational outcomes. Programs budgeted with specified objectives, expected outputs, and costs of strategies are likely to be adequately funded often at the expense of programs justified by conventional wisdom. The Florida Council of Student Affair's recognition of the need for this type information to support their program planning evaluation budget systems prompted them to request the assistance of the Florida Community/Junior College Inter-institutional Research Council (IRC). The IRC Model for Input-Output Assessment of Student Personnel Services was developed in order to provide information to meet this need.

II. DESIGN

The IRC Model for Input-Output Analysis of Student Personnel Services is based upon systems analysis methods. These methods are essentially a set of quantitative techniques that have been found useful in both industrial and educational management. Banghart* has noted that the following steps are involved in approaching a problem from systems analysis methods:

1. Establish Objectives (for student personnel services)
2. Review of Systems Operation (student personnel services related strategies)
3. Collection of Data (related to outputs from student personnel services' systems operation)
4. Analysis of Data (to determine relevant variables and measure relevancy)
5. Isolation of Problem

*Banghart, Frank W. Educational Systems Analysis, Macmillan Company, 1969.

6. Specify Operations in the Problem Area

7. Block Diagram (of subsystems of problem areas)

In subsequent sections of this report the reader will note that the IRC Model for Input-Output Assessment of Student Personnel Services has developed steps 1 through 4 of the above approach. The remaining are to be followed through by each institution after using the Model to obtain needed data.

III. INSTRUMENTS AND CONSTRUCTION

The instruments of the IRC Model for Input-Output Analysis of Student Personnel Services have been so constructed as to allow the application of systems analysis techniques to a wide variety of student personnel settings.

The instruments of the IRC Model for Input-Output Assessment of Student Personnel Services consist of the following:

Student Personnel Services Objectives Assessment -- here students and faculty rate selected student personnel objectives, first as to the importance presently being placed on the objective by the college, and, secondly, as to the importance they feel the objective should be given.

Assessment of Outputs for Student Personnel Services (faculty and student forms) -- responses to this instrument determine to what extent current student personnel service programs are successful in accomplishing the selected objectives.

Specific items used in the instruments were generated from three workshops held for the purpose of developing a comprehensive set of objectives, implementation strategies, and outputs appropriate for student personnel services. Attending these workshops were representatives from the student personnel units of the participating colleges, and other educators with recognized

expertise in writing objectives. The resulting objectives and strategies were compiled into prototypes of the instruments and tested for reliability by having community college students read and give their interpretations, verbally. No item was considered reliable until ten successive students interpreted it similarly.

IV. NORMATIVE DATA

The normative data herein presented represents the pooled results of the 1971-72 administration of the Model to 26 Florida community colleges. Some of these colleges, however, did not participate in all parts of the project as noted in the normative data.

V. ADMINISTRATION OF INSTRUMENTS

Instruments were administered to samples of students on each campus in such a manner as to optimize representativeness of the college and to minimize threats to the validity of the data. Administering the instruments during class-time in such required subjects as English or Mathematics was determined to be the best method of meeting the above conditions and assuring a 100% return. All faculty on each campus, however, were asked to respond to the questionnaires so that they would gain a better understanding of student personnel services as well as to obtain their opinions on aspects of the objectives and outputs. Typically, questionnaires were mailed to each faculty member under a cover letter from the academic dean. Resulting responses using this method varied from 75% to 100% across campuses.

VI. COST ANALYSIS OF STUDENT PERSONNEL STRATEGIES

Cost analysis was performed through the use of a guide developed especially for this purpose. The guide enables each person in student service activities to indicate the percent of his or her time during the year that was devoted to achieving each objective, and the percent of this time spent on each strategy used to achieve the objective.

The computational procedure for this cost analysis of a given objective may be found in Appendix E following the Guide for Cost Analysis of Student Service Strategies.

APPENDIX A

Morophological Data of Staff and Student Samples Responding to Student Personnel Services Objectives Assessment and Assessment of Outputs for Student Personnel Services.

STAFF SAMPLES

	Percent of Assessment of Objectives Sample (N=2286)	Percent of Assessment of Output Sample (N=1418)
Employment		
Full-time	94.9	95.1
Part-time	2.5	2.3
No response	2.3	2.5
Primary Function		
Student personnel administrator and/or practitioner	9.1	10.8
Other administrators	9.4	9.1
Teaching faculty	72.5	68.6
Other	5.8	8.2
No response	2.9	3.3
Years at College		
5 or less	55.8	46.2
Over 5	39.1	47.0
No response	4.7	6.8
Age		
21 or younger	0.2	0.2
22 to 30	16.7	16.7
31 to 40	26.2	26.7
41 to 50	28.7	27.7
51 to 60	19.9	20.1
61 or older	5.0	5.7
No response	2.8	2.9
Sex		
Male	65.0	65.0
Female	31.3	30.7
No response	3.4	4.2
Race		
Caucasian or White	89.4	87.7
Negro or Black	5.2	6.1
Spanish American	0.6	0.8
American Indian	0.1	0.2
Oriental	0.2	0.1
Other	1.0	0.8
No response	3.1	4.4

STUDENT SAMPLES

	Percent of Assessment of Objectives Sample (N=7702)	Percent of Assessment of Output Sample (N=4520)
Enrollment Status		
Full-time	84.8	81.6
Part-time	14.1	17.1
No response	1.0	1.3
Race		
Caucasian or White	87.5	83.4
Negro or Black	8.1	10.6
Spanish American	1.5	1.9
American Indian	0.4	0.3
Oriental	0.4	0.7
Other	0.7	0.8
No response	1.3	2.3
Student Personnel Services Used		
Career counseling	29.5	26.8
Job placement	8.4	8.1
Financial aid	80.9	21.1
Health services	3.7	2.8
Personal counseling	32.7	31.3
Academic advisement	46.3	42.7
Student activities	23.4	21.3
Other services	5.8	6.9
Terms Attended		
Full-time		
1 or less	18.7	14.6
2 to 3	46.4	39.8
4 to 5	16.6	20.2
6 to 7	3.0	4.6
Over 7	0.7	1.2
No response	3.7	19.6
Part-time		
1 or less	12.8	12.5
2 to 3	8.6	10.1
4 to 5	2.9	3.6
6 to 7	1.2	1.7
Over 7	1.0	1.0
No response	16.0	71.0
Age		
18 or younger	25.8	19.0
19 to 21	45.2	44.5
22 to 24	10.7	13.3
25 to 34	11.9	14.7
35 to 44	3.9	4.4
45 to 54	1.6	2.5
55 to 64	0.3	0.3
65 or older	0.0	0.1
No response	0.2	1.0
Sex		
Male	55.2	53.6
Female	42.6	44.8
No response	2.1	1.6
Marital status		
Married	21.3	27.5
Single	77.4	70.7
No response	0.9	1.8
Educational Goal		
AA or higher degree	67.0	64.5
AS degree	18.7	19.1
Certificate	5.6	4.2
Other	5.6	8.8
No response	2.6	3.3

OBJECTIVE: Students will have the opportunity to participate in college governance.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	9.2	5.1	6.9	3.4
Low Importance	2	17.4	8.1	12.6	3.1
Average Importance	3	32.1	30.8	31.2	17.5
Very Important	4	17.8	27.0	17.4	25.2
Highest Importance	5	13.6	23.6	12.5	35.0
No Knowledge/Opinion		8.4	1.6	17.5	8.4
No Indication		1.5	3.8	2.1	7.3
Mean		3.10	3.59	3.21	4.01
Mode		3.00	3.00	3.00	5.00
Standard Deviation		1.18	1.11	1.13	1.06
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students have the opportunity to participate in college governance related activities?

CRITERION, Students: Have you had opportunities to participate in college governance related activities?

	Staff	Student
Yes	78.1	20.5
No	16.2	74.2
No Response	5.7	5.3
Sample Size	1418	4520

If yes, indicate any of the following activities that afforded the opportunity.

student government	8.8
admissions committee meetings	0.4
voting on college issues	16.0
faculty and staff selection committee meetings	0.7
petitions committee meetings	1.3
standing and ad hoc committees	0.8
others	2.3

College	Cost/FTE
Brevard	.46
Broward	.23
Central Florida	1.05
Chipola	.25
Daytona	1.03
Edison	1.02
Florida Junior College at Jacksonville	.28
Gulf Coast	.54
Hillsborough	.17
Indian River	.21
Lake City	1.00
Lake-Sumter	1.58
Manatee	1.08
Miami-Dade	.51
North Florida	1.01
Okaloosa-Walton	1.12
Pensacola	.16
Polk	.60
St. Johns	2.72
St. Petersburg	.93
Santa Fe	.72
Seminole	.20
Tallahassee	.65
Valencia	.91
Total	18.40
Average (total ÷ 24)	.77

OBJECTIVE: A student's complete official record will be shown to him on his request.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	3.8	2.9	5.8	0.9
Low Importance	2	4.9	1.9	7.6	1.3
Average Importance	3	11.3	10.0	14.3	7.5
Very Important	4	10.7	17.4	12.2	15.1
Highest Importance	5	25.5	61.2	24.8	64.4
No Knowledge/Opinion		42.1	2.8	33.0	3.8
No Indication		1.7	3.7	2.1	6.9
Mean		3.88	4.41	3.66	4.58
Mode		5.00	5.00	5.00	5.00
Standard Deviation		1.26	0.98	1.33	0.79
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students who desire to see their official records have their records shown to them on request?

CRITERION, Students A: Have you ever requested that your official records be shown to you?

Students B: (Students who have requested that their official records be shown to them): Were the records shown to you on request?

	Staff	Students A	Students B
Yes	67.1	16.5	82.6
No	12.6	80.1	17.4
No Response	20.4	3.4	00.0
Sample Size	1418	4520	768

College	Cost/FTE
Brevard	.33
Broward	.16
Central Florida	.59
Chipola	1.11
Daytona	1.42
Edison	.14
Florida Junior College at Jacksonville	.33
Gulf Coast	.17
Hillsborough	.57
Indian River	1.56
Lake City	.68
Lake-Sumter	1.05
Manatee	.55
Miami-Dade	1.01
North Florida	2.31
Okaloosa-Walton	.43
Pensacola	.38
Polk	.38
St. Johns	.76
St. Petersburg	.37
Santa Fe	.65
Seminole	.98
Tallahassee	1.05
Valencia	.73
Total	18.00
Average (total ÷ 24)	.75

OBJECTIVE: Students will know who may receive information from their records.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	5.9	1.8	8.6	1.7
Low Importance	2	7.6	2.4	9.4	1.8
Average Importance	3	16.5	11.5	14.9	8.3
Very Important	4	8.8	17.1	9.6	14.7
Highest Importance	5	17.6	60.8	18.0	61.2
No Knowledge/Opinion		41.9	2.7	36.6	4.7
No Indication		1.6	3.7	2.8	7.6
Mean		3.44	4.42	3.32	4.50
Mode		5.00	5.00	5.00	5.00
Standard Deviation		1.33	0.93	1.41	0.89
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know who has access to information in their official records.

CRITERION, Students: Indicate which if any of the following people have access to information in your official records without your knowledge or consent:

	Staff
Yes	31.5
No	50.4
No Response	18.1
Sample Size	1162

Student	
Faculty	18.9
Student Personnel	9.5
Department Deans	18.1
Doctors	4.0
Other Students	2.5
Myself	8.3
Parents	5.5
Law	8.5
Employer	6.5
Unknown	0.4

College	Cost/FTE
Brevard	.46
Broward	.54
Central Florida	.71
Chipola	.26
Daytona	.74
Edison	.52
Florida Junior College at Jacksonville	.38
Gulf Coast	.23
Hillsborough	.14
Indian River	.94
Lake City	.56
Lake-Sumter	.73
Manatee	.93
Miami-Dade	.44
North Florida	.37
Okaloosa-Walton	1.05
Pensacola	.34
Polk	.19
St. Johns	.33
St. Petersburg	.68
Santa Fe	.50
Seminole	.74
Tallahassee	.42
Valencia	.35
Total	12.52
Average (total ÷ 24)	.52

OBJECTIVE: Potential students will know the requirements for admission to a program before applying to the program.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	4.9	0.8	3.9	0.8
Low Importance	2	9.7	0.3	7.8	0.9
Average Importance	3	20.9	4.5	21.7	6.4
Very Important	4	18.6	16.4	22.5	18.6
Highest Importance	5	30.4	73.8	33.0	63.9
No Knowledge/Opinion		13.9	0.9	8.8	2.4
No Indication		1.6	3.2	2.1	7.0
Mean		3.71	4.69	3.82	4.59
Mode		5.00	5.00	5.00	5.00
Standard Deviation		1.23	0.66	1.15	0.74
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know the admission requirements of program before applying for admission?

CRITERION, Students: Did you know the requirements for admission to your desired program before applying for admission to the program?

	Staff	Student
Yes	54.6	75.9
No	34.8	22.0
No Response	10.6	2.1
Sample Size	1418	4520

College	Cost/FTE
Brevard	2.08
Broward	.95
Central Florida	3.40
Chipola	.42
Daytona	3.02
Edison	2.88
Florida Junior College at Jacksonville	1.66
Gulf Coast	.62
Hillsborough	.82
Indian River	1.58
Lake City	1.41
Lake-Sumter	3.72
Manatee	1.74
Miami-Dade	.95
North Florida	.41
Okaloosa-Walton	.66
Pensacola	1.57
Polk	2.55
St. Johns	2.93
St. Petersburg	2.95
Santa Fe	1.03
Seminole	1.17
Tallahassee	2.79
Valencia	1.76
Total	43.04
Average (total ÷ 24)	1.79

OBJECTIVE: Applicants will receive their acceptance or rejection notices within two weeks after the date of receipt of application.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	5.2	2.2	5.8	1.2
Low Importance	2	6.6	3.1	9.9	1.9
Average Importance	3	14.0	16.1	21.9	10.9
Very Important	4	8.3	19.9	16.8	20.2
Highest Importance	5	10.5	46.7	22.6	53.7
No Knowledge/Opinion		52.7	6.5	19.8	4.3
No Indication		2.7	5.2	3.2	7.7
Mean		3.27	4.20	3.53	4.40
Mode		3.00	5.00	5.00	5.00
Standard Deviation		1.29	1.02	1.24	0.88
Sample Size		2286	2286	7702	7702

CRITERION, Staff: After applying for admission to this college, do students receive their notice of acceptance or rejection within two weeks?

CRITERION, Students: After applying for admission to this college, how long did you have to wait for notice of acceptance?

	Staff
Yes	43.9
No	23.5
No Response	32.7
Sample Size	1418

	Student
Less than one week	18.7
One week to two weeks ...	27.7
Two weeks to a month ...	28.1
More than a month	10.1
Unknown	12.6
Sample Size	4520

College	Cost/FTE
Brevard	1.13
Broward	0.00
Central Florida	2.00
Chipola	0.00
Daytona	3.80
Edison	.68
Florida Junior College at Jacksonville	2.66
Gulf Coast	.05
Hillsborough	.83
Indian River	5.95
Lake City	1.60
Lake-Sumter	5.55
Manatee	.07
Miami-Dade	.72
North Florida	6.68
Okaloosa-Walton	3.81
Pensacola	1.71
Polk	7.58
St. Johns	5.10
St. Petersburg	1.40
Santa Fe	.23
Seminole	.50
Tallahassee	3.89
Valencia	4.77
Total	60.67
Average (total ÷ 24)	2.53

OBJECTIVE: By the first week of classes, the student will know that the following services are available and how to obtain them.

career counseling

Response Option	Response Value	Staff Present	Staff Desired	Student Present	Student Desired
Unimportant	1	6.7	1.3	8.6	1.0
Low Importance	2	10.5	1.6	12.3	1.5
Average Importance	3	21.6	10.6	25.9	10.9
Very Important	4	16.3	22.1	16.9	23.4
Highest Importance	5	21.5	59.4	22.7	52.1
No Knowledge		21.2	1.0	10.6	3.0
No Indication		2.0	4.0	3.0	8.0
Mean		3.46	4.44	3.38	4.40
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.27	0.86	1.28	0.85
Sample Size		2286	2286	7702	7702

personal counseling

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	6.3	1.6	7.4	1.1
Low Importance	2	9.8	1.7	10.6	2.0
Average Importance	3	20.9	11.8	23.7	11.1
Very Important	4	17.1	21.8	19.1	22.5
Highest Importance	5	21.7	56.4	23.6	50.0
No Knowledge		20.6	1.3	9.8	2.9
No Indication		3.5	5.4	5.6	10.3
Mean		3.50	4.39	3.48	4.37
Mode		5.00	5.00	3.00	5.00
Standard Deviation		1.26	0.90	1.26	0.88
Sample Size		2286	2286	7702	7702

job placement

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	9.0	2.0	10.7	1.5
Low Importance	2	13.9	2.8	15.6	3.2
Average Importance	3	21.4	18.4	24.9	15.3
Very Important	4	12.9	21.4	13.3	22.4
Highest Importance	5	14.7	48.0	15.3	42.8
No Knowledge		24.4	1.8	14.1	4.2
No Indication		3.5	5.6	6.1	10.7
Mean		3.15	4.20	3.09	4.20
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.29	1.00	1.29	0.97
Sample Size		2286	2286	7702	7702

academic advisement

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	4.1	0.5	5.8	0.9
Low Importance	2	8.0	0.8	9.3	1.3
Average Importance	3	19.5	7.7	22.9	8.8
Very Important	4	19.9	19.8	21.1	20.9
Highest Importance	5	26.6	64.6	25.2	54.4
No Knowledge		18.3	1.1	9.4	3.0
No Indication		3.7	5.5	6.2	10.7
Mean		3.73	4.58	3.60	4.47
Mode		5.00	5.00	5.00	5.00
Standard Deviation		1.18	0.72	1.21	0.82
Sample Size		2286	2286	7702	7702

financial aid

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	3.9	0.7	7.7	1.2
Low Importance	2	8.7	1.3	11.0	1.9
Average Importance	3	22.3	11.7	23.3	11.0
Very Important	4	18.8	22.4	17.6	21.1
Highest Importance	5	22.9	57.5	22.7	50.3
No Knowledge		20.0	1.2	11.8	3.9
No Indication		3.3	5.2	5.8	10.6
Mean		3.63	4.44	3.45	4.37
Mode		5.00	5.00	3.00	5.00
Standard Deviation		1.17	0.82	1.28	0.89
Sample Size		2286	2286	7702	7702

student activities

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	4.5	1.9	9.3	2.6
Low Importance	2	10.4	3.1	13.5	4.3
Average Importance	3	24.8	20.5	27.3	17.9
Very Important	4	17.3	21.3	16.3	21.4
Highest Importance	5	19.8	46.4	17.2	39.1
No Knowledge		19.8	1.4	10.5	4.0
No Indication		3.5	5.4	6.0	10.5
Mean		3.49	4.15	3.22	4.05
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.18	1.01	1.26	1.07
Sample Size		2286	2286	7702	7702

health services

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	12.2	1.9	15.1	2.5
Low Importance	2	12.6	3.0	14.4	4.1
Average Importance	3	19.1	17.0	22.7	17.7
Very Important	4	11.5	20.3	11.6	19.7
Highest Importance	5	15.6	49.2	14.5	39.9
No Knowledge		25.4	3.0	15.7	5.3
No Indication		3.7	5.6	5.9	10.6
Mean		3.08	4.23	2.95	4.07
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.38	1.00	1.36	1.07
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know which student personel services are available to them?

CRITERION, Students: Services often provided by colleges have been listed. Check each statement that accurately describes this service at your college.

	Staff
Yes	48.4
No	39.3
No Response	12.3
Sample Size	1418

	Student
	Provided
Career counseling	72.0
Personal counseling	72.4
Job placement	57.4
Academic advisement	73.2
Financial aid	72.2
Student activities	73.2
Health services	39.9
Sample size	4520

Learned of:	Prior to Registration	During 1st week	After 1st week
Career counseling	57.3	14.7	28.0
Personal counseling	58.4	18.5	23.1
Job placement	34.8	18.5	46.7
Academic advisement	63.3	17.7	19.0
Financial aid	68.6	11.0	20.5
Student activities	49.7	27.3	23.0
Health services	39.6	23.0	37.4

CRITERION, Staff: Do students know how to obtain the student personnel services that are available to them?

CRITERION, Students: Services often provided by colleges are listed below. Check each statement that accurately describes the services which you have used.

	Staff
Yes	46.2
No	40.3
No Response	13.5
Sample Size	1418

	Students		
Used:	Yes	No	No Response
Career counseling	35.8	45.9	18.3
Personal counseling	37.8	40.0	22.2
Job placement	11.7	51.2	37.0
Academic advisement	45.8	31.2	23.0
Financial aid	21.2	54.9	23.9
Student activities	25.7	52.5	21.8
Health services	4.1	41.4	54.5
Sample Size	4520		

College	Cost/FTE
Brevard	1.67
Broward	1.02
Central Florida	1.42
Chipola	1.52
Daytona	1.24
Edison	1.80
Florida Junior College at Jacksonville	1.62
Gulf Coast	.29
Hillsborough	.10
Indian River	.64
Lake City	3.00
Lake-Sumter	5.39
Manatee	2.17
Miami-Dade	1.16
North Florida	1.29
Okaloosa-Walton	.54
Pensacola	1.23
Polk	1.28
St. Johns	1.45
St. Petersburg	3.00
Santa Fe	2.18
Seminole	1.37
Tallahassee	2.30
Valencia	1.93
Total	39.62
Average (total ÷ 24)	1.65

OBJECTIVE: Activities programs for students will meet the cultural, social, and involvement needs expressed by students.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	5.0	2.2	7.5	1.9
Low Importance	2	13.4	3.0	13.0	2.6
Average Importance	3	32.4	21.7	32.3	17.7
Very Important	4	22.7	34.1	17.5	26.8
Highest Importance	5	11.4	33.1	11.1	36.1
No Knowledge		13.3	2.5	16.1	7.6
No Indication		1.8	3.4	2.5	7.3
Mean		3.26	3.99	3.14	4.09
Mode		3.00	4.00	3.00	5.00
Standard Deviation		1.06	0.96	1.13	0.98
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do activities programs at your college meet the students' cultural, social, and involvement needs?

CRITERION, Students: Have the following of your personal needs been satisfied by student activity programs at your college?

	Staff
Yes	58.1
No	31.5
No Response	10.4
Sample Size	1418

	Student		
	Cultural Need	Social Need	Need for Involvement
Yes	54.2	49.4	42.8
No	31.1	35.8	41.2
No Response	14.7	14.9	16.0
Sample Size	4520		

College	Cost/FTE
Brevard	4.05
Broward	2.98
Central Florida	3.92
Chipola	3.93
Daytona	5.94
Edison	13.35
Florida Junior College at Jacksonville	3.22
Gulf Coast	6.55
Hillsborough	1.62
Indian River	2.82
Lake City	5.96
Lake-Sumter	5.61
Manatee	10.52
Miami-Dade	5.70
North Florida	3.93
Okaloosa-Walton	3.54
Pensacola	1.38
Polk	5.31
St. Johns	2.80
St. Petersburg	5.32
Santa Fe	5.57
Seminole	2.80
Tallahassee	3.06
Valencia	5.09
Total	114.86
Average (total ÷ 24)	4.79

OBJECTIVE: Each division of student personnel services will have a clearly written statement of all policies and procedures.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	5.9	1.4	5.8	1.4
Low Importance	2	8.5	2.0	12.5	3.0
Average Importance	3	16.5	14.7	24.6	18.1
Very Important	4	12.6	24.6	14.6	25.3
Highest Importance	5	13.3	48.9	11.7	35.0
No Knowledge/Opinion		41.4	4.5	27.8	9.1
No Indication		1.7	3.9	2.9	8.0
Mean		3.33	4.28	3.20	4.08
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.27	0.92	1.17	0.97
Sample Size					

CRITERION, Staff: Do the student personnel functional unit have clearly written statements of policy?

CRITERION, Students: Does your college have a student code of conduct?

	Staff	Student
Yes	49.7	43.1
No	24.8	4.7
Unknown	0.0	44.9
No Response	25.5	7.3
Sample Size		

College	Cost/FTE
Brevard	.60
Broward	.66
Central Florida	.67
Chipola	.69
Daytona	1.46
Edison	.84
Florida Junior College at Jacksonville	.64
Gulf Coast	.11
Hillsborough	.63
Indian River	.82
Lake City	.68
Lake-Sumter	1.46
Manatee	1.27
Miami-Dade	.80
North Florida	.90
Okaloosa-Walton	.29
Pensacola	.36
Polk	1.31
St. Johns	9.38
St. Petersburg	.94
Santa Fe	.49
Seminole	.69
Tallahassee	1.95
Valencia	2.54
Total	30.18
Average (total ÷ 24)	1.26

OBJECTIVE: Before the new student starts into any program he will know the chances of his being able to successfully complete the program.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	14.6	2.5	9.5	1.8
Low Importance	2	17.3	3.2	15.2	2.2
Average Importance	3	24.9	15.1	26.7	10.3
Very Important	4	11.4	25.9	16.1	23.4
Highest Importance	5	6.4	46.9	14.8	52.1
No Knowledge/Opinion		23.7	3.2	14.0	3.3
No Indication		1.7	3.1	2.6	6.9
Mean		2.70	4.19	3.13	4.36
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.19	1.00	1.24	0.92
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Before beginning college programs, do students know the chances (or probability) of their successfully completing the program?

CRITERION, Students: Before beginning your program did you know the chance of your successfully completing the program?

	Staff	Student
Yes	28.8	61.6
No	55.5	30.0
No Response	15.7	8.4
Sample Size	1418	4520

College	Cost/FTE
Brevard	1.34
Broward	.45
Central Florida	.60
Chipola	.97
Daytona	.97
Edison	1.18
Florida Junior College at Jacksonville	.46
Gulf Coast	.48
Hillsborough	.05
Indian River	1.27
Lake City	1.44
Lake-Sumter	1.42
Manatee	1.84
Miami-Dade	.59
North Florida	.40
Okaloosa-Walton	.46
Pensacola	.89
Polk	.36
St. Johns	.71
St. Petersburg	1.18
Santa Fe	.99
Seminole	1.71
Tallahassee	.98
Valencia	.51
Total	21.16
Average (total ÷ 24)	.88

OBJECTIVE: Before registration new students will know the kinds of vocational, technical, and college-parallel programs that are available at the junior college.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	7.5	0.6	5.7	0.9
Low Importance	2	12.2	0.7	11.5	1.0
Average Importance	3	23.1	6.2	24.7	7.9
Very Important	4	19.2	22.9	21.6	23.1
Highest Importance	5	20.8	65.5	25.6	57.8
No Knlwledge/Opinion		15.8	0.9	8.5	2.5
No Indication		1.4	3.2	2.4	6.8
Mean		3.41	4.59	3.56	4.50
Mode		3.00	5.00	5.00	5.00
Standard Deviation		1.26	0.70	1.21	0.78
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know the kinds of vocational, technical, and college-parallel programs available to them prior to their first registration?

CRITERION, Students: Check each statement below that describes your circumstances.

	Staff
Yes	42.7
No	44.5
No Response	12.8
Sample Size	1418

Student	
I have changed career plans one or more times	35.9
I have considered changing my career plans since enrolling in college	33.4
I have not considered changing my career plans since enrolling in college	38.4
I would have enrolled in another career program had I known it was offered by the college prior to my first registration	4.5
I would have liked more assistance in choosing a career program	20.9
I would have liked more information on what career programs were available at the college prior to my first registration	19.9
I have not chosen a program at this time	10.0
I was in a career prior to registering	13.9
Sample Size	4520

College	Cost/FTE
Brevard	1.39
Broward	.94
Central Florida	5.56
Chipola	.99
Daytona	2.18
Edison	2.41
Florida Junior College at Jacksonville	1.14
Gulf Coast	.61
Hillsborough	.64
Indian River	1.26
Lake City	1.93
Lake-Sumter	1.45
Manatee	1.74
Miami-Dade	1.02
North Florida	.60
Okaloosa-Walton	.72
Pensacola	1.53
Polk	1.49
St. Johns	.81
St. Petersburg	2.29
Santa Fe	.79
Seminole	1.06
Tallahassee	2.47
Valencia	2.09
Total	37.09
Average (total ÷ 24)	1.55

OBJECTIVE: By the time of registration each new student will have in writing the general requirements for the completion of his program.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	8.3	1.5	9.8	1.2
Low Importance	2	10.2	1.7	13.1	1.4
Average Importance	3	19.6	9.7	23.0	8.2
Very Important	4	15.0	21.5	19.3	22.9
Highest Importance	5	20.7	60.5	22.0	56.3
No Knowledge/Opinion		24.5	1.8	10.4	3.2
No Indication		1.5	3.4	2.4	6.8
Mean		3.40	4.45	3.35	4.47
Mode		5.00	5.00	3.00	5.00
Standard Deviation		1.32	0.86	1.31	0.82
Sample Size		2286	2286	7702	7702

CRITERION, Staff: By the time of registration do students have the requirements for completion of their programs in writing?

CRITERION, Students: By the time of registration, did you have the general requirements for the completion of your program in writing?

	Staff	Student
Yes	44.7	56.7
No	36.2	36.7
No Response	19.0	6.5
Sample Size	1418	4520

College	Cost/FTE
Brevard	.86
Broward	.54
Central Florida	.72
Chipola	1.26
Daytona	.75
Edison	1.63
Florida Junior College at Jacksonville	.97
Gulf Coast	.21
Hillsborough	.64
Indian River	.68
Lake City	1.32
Lake-Sumter	1.84
Manatee	1.92
Miami-Dade	1.02
North Florida	.43
Okaloosa-Walton	.19
Pensacola	1.34
Polk	1.44
St. Johns	.49
St. Petersburg	1.26
Santa Fe	2.96
Seminole	.84
Tallahassee	3.47
Valencia	1.27
Total	28.00
Average (total ÷ 24)	1.17

OBJECTIVE: People in the community will know what courses are available to them in the community college at least three weeks before registration.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	5.8	0.5	7.5	1.3
Low Importance	2	8.5	0.9	11.6	1.8
Average Importance	3	21.0	8.6	23.2	12.2
Very Important	4	20.4	24.6	18.3	25.0
Highest Importance	5	27.8	61.1	22.3	47.8
No Knowledge/Opinion		15.0	1.6	14.6	5.2
No Indication		1.4	2.7	2.4	6.6
Mean		3.67	4.52	3.44	4.32
Mode		5.00	5.00	3.00	5.00
Standard Deviation		1.23	0.74	1.27	0.89
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do citizens of the community know what courses are available in the college at least three weeks before registration?

CRITERION, Students: Do citizens of the community know what courses are available in the college at least three weeks before registration?

	Staff	Student
Yes	63.6	34.1
No	25.2	14.3
Unknown	0.0	46.9
No Response	11.1	4.6
Sample Size	1418	4520

College	Cost/FTE
Brevard	.65
Broward	.16
Central Florida	.46
Chipola	0.00
Daytona	1.76
Edison	.80
Florida Junior College at Jacksonville	.31
Gulf Coast	.25
Hillsborough	0.00
Indian River	1.27
Lake City	.77
Lake-Sumter	1.92
Manatee	.43
Miami-Dade	1.36
North Florida	.47
Okaloosa-Walton	.55
Pensacola	.67
Polk	.98
St. Johns	.16
St. Petersburg	.44
Santa Fe	.46
Seminole	.48
Tallahassee	1.03
Valencia	.84
Total	16.20
Average (total ÷ 24)	.68

OBJECTIVE: Good public relations with alumni and surrounding community will be maintained.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	7.8	1.3	6.9	4.2
Low Importance	2	11.2	1.6	10.7	5.3
Average Importance	3	24.8	15.8	25.9	22.4
Very Important	4	21.7	28.7	16.3	23.5
Highest Importance	5	18.8	47.2	12.4	26.0
No Knowledge/Opinion		14.1	2.5	24.6	11.5
No Indication		1.5	2.8	3.2	7.7
Mean		3.38	4.26	3.23	3.76
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.23	0.89	1.18	1.12
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Has the college maintained good public relations with the community?

CRITERION, Students: Has the college maintained good public relations with the community?

	Staff	Student
Yes	85.8	57.7
No	7.2	4.2
Unknown	0.0	32.9
No Response	7.0	5.2
Sample Size	1418	4520

College	Cost/FTE
Brevard	1.61
Broward	.41
Central Florida	1.28
Chipola	.21
Daytona	1.81
Edison	1.20
Florida Junior College at Jacksonville	.48
Gulf Coast	.41
Hillsborough	.57
Indian River	.55
Lake City	1.05
Lake-Sumter	.79
Manatee	1.06
Miami-Dade	.66
North Florida	1.06
Okaloosa-Walton	2.69
Pensacola	1.11
Polk	.55
St. Johns	.15
St. Petersburg	1.18
Santa Fe	.68
Seminole	.37
Tallahassee	1.63
Valencia	2.16
Total	23.66
Average (total ÷ 24)	.99

OBJECTIVE: Each student will be able to satisfactorily complete registration within one hour.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	24.6	3.9	22.7	2.6
Low Importance	2	17.8	5.7	17.4	3.2
Average Importance	3	21.8	24.1	22.4	14.2
Very Important	4	11.2	22.8	13.7	21.2
Highest Importance	5	9.0	37.7	15.8	49.8
No Knowledge/Opinion		14.0	3.4	4.7	2.8
No Indication		1.5	2.4	3.2	6.1
Mean		2.55	3.90	2.81	4.23
Mode		1.00	5.00	1.00	5.00
Standard Deviation		1.32	1.12	1.41	1.02
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Are students able to satisfactorily complete registration within one hour?

CRITERION, Students: How long does it usually take you to satisfactorily complete registration (or pre-registration)?

	Staff
Yes	33.0
No	55.6
No Response	11.4
Sample Size	1418

	Student
30 minutes or less	26.5
30 minutes to one hour	34.1
Between one hour and two hours	22.8
More than two hours	12.6
No Response	4.1
Sample Size	4520

College	Cost/FTE
Brevard	1.94
Broward	.33
Central Florida	3.97
Chipola	.76
Daytona	8.25
Edison	2.06
Florida Junior College at Jacksonville	2.56
Gulf Coast	.89
Hillsborough	5.80
Indian River	3.43
Lake City	3.71
Lake-Sumter	2.01
Manatee	1.37
Miami-Dade	2.18
North Florida	4.85
Okaloosa-Walton	5.67
Pensacola	2.94
Polk	2.93
St. Johns	4.79
St. Petersburg	4.74
Santa Fe	1.74
Seminole	.54
Tallahassee	9.24
Valencia	7.25
Total	83.91
Average (total ÷ 24)	3.50

OBJECTIVE: Before registration new students will know if they need help in base skills such as reading, writing, or arithmetic.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	14.3	1.1	10.9	1.7
Low Importance	2	15.7	1.2	15.7	2.4
Average Importance	3	20.6	7.3	24.7	12.6
Very Important	4	15.1	22.9	16.2	26.9
Highest Importance	5	13.8	63.0	15.3	45.6
No Knowledge/Opinion		18.9	1.6	14.0	4.2
No Indication		1.6	2.9	3.2	6.6
Mean		2.98	4.53	3.11	4.26
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.34	0.78	1.28	0.93
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students who have academic difficulty due to lack of skills in reading, writing, mathematics or other basic skills areas know their deficiencies?

CRITERION, Students: Have you had any difficulty due to lack of skills in reading, writing, mathematics or other basic skill areas?

	Staff	Student
Yes	52.9	27.7
No	35.8	62.2
Unknown	00.0	5.4
No Response	11.4	4.7
Sample Size	1418	4520

If yes, when did you first learn of your lack of skill?

Before your first registration at the college	41.5
During your first term at the college	44.8
During your second term	6.5
After the second term	7.2
Sample Size	1250

College	Cost/FTE
Brevard	1.78
Broward	1.10
Central Florida	.65
Chipola	.97
Daytona	2.60
Edison	1.69
Florida Junior College at Jacksonville	.48
Gulf Coast	1.82
Hillsborough	.57
Indian River	1.53
Lake City	3.18
Lake-Sumter	2.79
Manatee	3.15
Miami-Dade	.79
North Florida	3.11
Okaloosa-Walton	1.54
Pensacola	2.73
Polk	1.14
St. Johns	1.69
St. Petersburg	2.23
Santa Fe	.65
Seminole	1.65
Tallahassee	1.75
Valencia	.96
Total	40.55
Average (total ÷ 24)	1.69

OBJECTIVE: Instructors will have accurate class membership rolls before their first class meeting each term.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	26.3	5.0	15.3	7.9
Low Importance	2	14.8	5.1	15.3	7.0
Average Importance	3	22.1	20.3	27.9	23.6
Very Important	4	14.9	22.0	15.4	20.4
Highest Importance	5	14.7	42.9	13.5	28.4
No Knowledge/Opinion		5.3	1.7	8.9	6.0
No Indication		1.9	3.0	3.8	6.7
Mean		2.75	3.97	2.96	3.62
Mode		1.00	5.00	3.00	5.00
Standard Deviation		1.42	1.16	1.29	1.26
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do instructors have accurate class membership rolls before their first class meeting each term?

CRITERION, Student: (Students were not thought to be knowledgeable about the accuracy of class membership rolls; thus no student criterion was instituted for this objective)

	Staff
Yes	41.9
No	50.0
No Response	8.1
Sample Size	1418

College	Cost/FTE
Brevard	1.00
Broward	0.00
Central Florida	1.19
Chipola	0.00
Daytona	2.15
Edison	.95
Florida Junior College at Jacksonville	.29
Gulf Coast	.07
Hillsborough	1.31
Indian River	1.41
Lake City	1.47
Lake-Sumter	1.69
Manatee	0.00
Miami-Dade	.80
North Florida	1.65
Okaloosa-Walton	.54
Pensacola	1.01
Polk	3.64
St. Johns	.30
St. Petersburg	.49
Santa Fe	.25
Seminole	.15
Tallahassee	2.19
Valencia	2.20
Total	24.72
Average (total ÷ 24)	1.03

OBJECTIVE: Faculty will be informed of each student assigned to their courses who has a medical problem such as epilepsy, diabetes, etc.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	35.3	3.5	8.8	3.2
Low Importance	2	12.3	4.0	9.6	3.3
Average Importance	3	14.3	15.3	15.7	13.3
Very Important	4	7.7	21.2	9.6	19.4
Highest Importance	5	10.0	50.8	12.2	45.7
No Knowledge/Opinion		18.4	2.1	40.7	8.0
No Indication		1.8	2.8	3.4	7.2
Mean		2.31	4.17	3.12	4.19
Mode		1.00	5.00	3.00	5.00
Standard Deviation		1.43	1.09	1.35	1.07
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Is the faculty informed of each student assigned to their course who has a medical problem such as epilepsy, diabetes, etc.?

CRITERION, Students: (Students were not thought to be knowledgeable about faculty familiarity with the student medical histories; thus, no student criterion was included for this objective.)

	Staff
Yes	21.6
No	66.6
No Response	11.8
Sample Size	1418

College	Cost/FTE
Brevard	2.24
Broward	.48
Central Florida	.19
Chipola	.07
Daytona	.10
Edison	.24
Florida Junior College at Jacksonville	.05
Gulf Coast	.06
Hillsborough	.80
Indian River	.29
Lake City	.74
Lake-Sumter	2.21
Manatee	.54
Miami-Dade	.16
North Florida	1.22
Okaloosa-Walton	.21
Pensacola	.90
Polk	1.30
St. Johns	.43
St. Petersburg	.91
Santa Fe	.20
Seminole	.25
Tallahassee	1.25
Valencia	.33
Total	15.17
Average (total ÷ 24)	.63

OBJECTIVE: Urgent transcript requests will be provided on the day they are received.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	7.3	1.7	7.9	1.4
Low Importance	2	8.0	3.1	9.5	1.7
Average Importance	3	14.5	17.3	17.6	11.1
Very Important	4	8.7	24.2	10.8	21.7
Highest Importance	5	8.4	42.2	10.9	47.5
No Knowledge/Opinion		50.7	7.8	39.3	8.7
No Indication		2.4	3.8	4.0	7.8
Mean		3.06	4.16	3.13	4.35
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.30	0.78	1.29	0.90
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Are urgent transcript requests processed on the day they are received?

CRITERION, Students: (Students were not thought to be knowledgable about transcript processing; thus, no student criterion was included for this objective.)

	Staff
Yes	36.2
No	25.5
No Response	38.3
Sample Size	1418

College	Cost/FTE
Brevard	.58
Broward	0.00
Central Florida	1.64
Chipola	0.00
Daytona	.74
Edison	.10
Florida Junior College at Jacksonville	.31
Gulf Coast	.07
Hillsborough	.55
Indian River	2.18
Lake City	.53
Lake-Sumter	1.12
Manatee	.02
Miami-Dade	.51
North Florida	.71
Okaloosa-Walton	.51
Pensacola	.32
Polk	.29
St. Johns	.43
St. Petersburg	.69
Santa Fe	.55
Seminole	.22
Tallahassee	.84
Valencia	.66
Total	13.56
Average (total ÷ 24)	.57

OBJECTIVE: Students may obtain copies of their own transcripts in a form useful for advisement, program planning, etc. at the time of requests.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	6.8	1.7	7.2	0.8
Low Importance	2	7.6	2.5	9.9	1.8
Average Importance	3	16.6	20.3	19.3	11.7
Very Important	4	9.5	26.5	12.0	24.1
Highest Importance	5	10.1	39.9	12.8	48.9
No Knowledge/Opinion		47.3	5.8	35.0	5.4
No Indication		2.0	3.4	3.8	7.3
Mean		3.17	4.11	3.22	4.36
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.28	0.96	1.27	0.86
Sample Size		2286	2286	7702	7702

CRITERION, Staff: May students obtain copies of their transcripts at the time of request?

CRITERION, Students: A. Have you ever asked in person for a copy of your transcript?
B. Were you given the transcript at the time of your request?

	Staff	Students A	Students B
Yes	40.9	27.3	64.5
No	25.5	70.7	35.5
No Response	33.6	2.1	00.0
Sample Size	1418	4520	1224

College	Cost/FTE
Brevard	1.75
Broward	.22
Central Florida	1.15
Chipola	0.00
Daytona	2.87
Edison	.86
Florida Junior College at Jacksonville	.77
Gulf Coast	.31
Hillsborough	2.86
Indian River	3.29
Lake City	1.24
Lake-Sumter	1.60
Manatee	.15
Miami-Dade	2.70
North Florida	2.53
Okaloosa-Walton	.27
Pensacola	1.13
Polk	1.59
St. Johns	.40
St. Petersburg	1.88
Santa Fe	.92
Seminole	.45
Tallahassee	2.63
Valencia	1.84
Total	33.39
Average (total ÷ 24)	1.39

OBJECTIVE: College students, high school seniors and others who request financial aid will know what specific on-and-off campus jobs, scholarships, grants and loans are available.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	3.4	0.4	5.5	0.9
Low Importance	2	8.6	1.3	10.2	1.3
Average Importance	3	23.0	13.2	23.9	9.3
Very Important	4	22.0	31.5	18.6	24.7
Highest Importance	5	16.8	48.6	17.0	52.3
No Knowledge/Opinion		24.1	1.7	21.3	4.7
No Indication		2.0	3.3	3.3	6.8
Mean		3.55	4.33	3.42	4.43
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.10	0.80	1.19	0.81
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students who have requested financial aid know what specific on-and-off campus jobs, scholarships, grants and loans are available to them?

CRITERION, Students: Have you ever requested financial aid through your college?

	Staff	Student
Yes	61.0	25.3
No	23.9	71.8
No Response	15.1	2.9
Sample Size	1418	4520

If yes, check the kind of information you received

On campus job information	8.6
Off campus job information	2.8
Scholarship information	7.3
Grant information	6.4
Loan information	12.4
None of the above	1.8
Other information	1.5

College	Cost/FTE
Brevard	.95
Broward	1.42
Central Florida	2.72
Chipola	3.28
Daytona	1.54
Edison	3.13
Florida Junior College at Jacksonville	1.11
Gulf Coast	2.98
Hillsborough	2.45
Indian River	.72
Lake City	1.32
Lake-Sumter	5.34
Manatee	2.15
Miami-Dade	1.51
North Florida	1.67
Okaloosa-Walton	1.62
Pensacola	1.56
Polk	2.92
St. Johns	.90
St. Petersburg	1.45
Santa Fe	1.10
Seminole	1.28
Tallahassee	3.91
Valencia	2.97
Total	49.98
Average (total ÷ 24)	2.08

OBJECTIVE: The financial aid that is needed to attend college will be provided:

A. For each enrolled college student

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	9.0	9.4	8.2	3.8
Low Importance	2	9.0	5.9	10.2	3.5
Average Importance	3	19.9	19.9	21.7	15.1
Very Important	4	10.8	20.6	12.0	21.7
Highest Importance	5	6.5	25.1	9.4	34.9
No Knowledge/Opinion		40.6	13.3	33.7	11.8
No Indication		4.1	5.7	4.9	9.0
Mean		2.94	3.57	3.07	4.02
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.22	1.31	1.23	1.12
Sample Size		2286	2286	7702	7702

B. For each student applying for admission to college

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	11.2	12.9	8.7	5.8
Low Importance	2	9.6	8.1	10.1	4.9
Average Importance	3	16.6	19.6	18.3	15.1
Very Important	4	6.8	14.9	10.7	18.7
Highest Importance	5	4.5	18.3	8.1	28.6
No Knowledge/Opinion		39.0	13.1	32.2	12.0
No Indication		12.3	13.1	11.9	14.6
Mean		2.67	3.24	2.99	3.81
Mode		3.00	3.00	3.00	5.00
Standard Deviation		1.23	1.39	1.26	1.24
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Is the highest priority given to currently enrolled students in awarding financial aid?

CRITERION, Students: Students were not thought to be aware of the college's priorities in awarding financial aid; thus, no student criterion was included for this objective.

	Staff
Yes	54.4
No	10.6
No Response	34.9
Sample Size	1418

College	Cost/FTE
Brevard	1.59
Broward	.59
Central Florida	.00
Chipola	2.34
Daytona	1.65
Edison	.53
Florida Junior College at Jacksonville	.64
Gulf Coast	2.44
Hillsborough	.97
Indian River	1.65
Lake City	.71
Lake-Sumter	1.88
Manatee	1.75
Miami-Dade	1.20
North Florida	2.04
Okaloosa-Walton	1.18
Pensacola	.55
Polk	.99
St. Johns	.60
St. Petersburg	.64
Santa Fe	.79
Seminole	.25
Tallahassee	1.69
Valencia	2.03
Total	28.69
Average (total ÷ 24)	1.20

OBJECTIVE: The financial needs of those who apply for aid will be accurately determined.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	3.8	1.0	4.8	1.3
Low Importance	2	7.6	1.5	8.0	1.8
Average Importance	3	19.4	11.9	21.9	10.7
Very Important	4	16.3	25.2	16.6	24.4
Highest Importance	5	15.7	52.3	14.3	46.1
No Knowledge/Opinion		35.0	4.6	30.5	7.7
No Indication		2.1	3.5	3.9	8.1
Mean		3.52	4.38	3.42	4.33
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.17	0.85	1.17	0.89
Sample Size		2286	2286	7702	7702

CRITERION, Staff: The general staff was not thought to be knowledgable about how accurately financial need is determined; thus, no student criterion was included for this objective.

CRITERION, Students: Students were not thought to be knowledgable about how accurately financial need is determined; thus, no student criterion was included for this objective.

College	Cost/FTE
Brevard	.66
Broward	.46
Central Florida	2.04
Chipola	2.08
Daytona	.82
Edison	3.50
Florida Junior College at Jacksonville	.55
Gulf Coast	1.47
Hillsborough	1.65
Indian River	1.64
Lake City	1.02
Lake-Sumter	1.89
Manatee	.91
Miami-Dade	1.17
North Florida	1.72
Okaloosa-Walton	1.00
Pensacola	.33
Polk	.83
St. Johns	1.52
St. Petersburg	.64
Santa Fe	.89
Seminole	.33
Tallahassee	1.35
Valencia	1.52
Total	29.96
Average (total ÷ 24)	1.25

OBJECTIVE: Students who receive financial aid will budget so that their money meets expenses.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	7.6	3.2	4.5	1.7
Low Importance	2	8.8	2.9	7.7	2.0
Average Importance	3	14.5	15.0	19.5	11.8
Very Important	4	6.6	20.2	13.6	21.4
Highest Importance	5	7.9	39.3	13.4	42.2
No Knowledge/Opinion		51.4	14.9	36.5	12.0
No Indication		3.1	4.5	4.7	8.8
Mean		2.87	4.11	3.40	4.27
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.26	1.08	1.19	0.95
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students who are awarded financial aid prepare budgets so that their money meets expenses?

CRITERION, Students:

A. (Students who received aid): Do you prepare a personal budget each term?

B. (Students who prepared a personal budget each term): Did it help you in using your resources to meet your needs throughout the term?

	Staff	Students A	Students B
Yes	22.0	51.4	81.0
No	37.2	48.6	19.0
No Response	40.8	00.0	00.0
Sample Size	1418	965	622

College	Cost/FTE
Brevard	.44
Broward	.17
Central Florida	.24
Chipola	1.20
Daytona	.20
Edison	.15
Florida Junior College at Jacksonville	.27
Gulf Coast	.77
Hillsborough	.22
Indian River	.41
Lake City	1.32
Lake-Sumter	.44
Manatee	.69
Miami-Dade	.70
North Florida	.56
Okaloosa-Walton	.50
Pensacola	.19
Polk	.52
St. Johns	.28
St. Petersburg	.32
Santa Fe	.27
Seminole	.03
Tallahassee	.16
Valencia	.36
Total	10.39
Average (total ÷ 24)	.43

OBJECTIVE: Community college students will know the procedure for obtaining financial aid at the senior institution before transferring.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	6.0	1.8	7.7	1.2
Low Importance	2	10.5	2.6	10.3	1.7
Average Importance	3	20.0	16.2	20.6	9.6
Very Important	4	10.2	27.9	12.8	22.2
Highest Importance	5	7.4	42.7	12.9	49.8
No Knowledge/Opinion		44.0	5.7	32.2	7.8
No Indication		1.8	3.1	3.4	7.6
Mean		3.05	4.17	3.20	4.39
Mode		2.00	5.00	3.00	5.00
Standard Deviation		1.17	0.95	1.27	0.87
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students planning to transfer to a senior institution know how to apply for financial aid from the senior institution?

CRITERION, Students: (who plan to transfer to a senior institution): Do you know how to apply for financial aid from the senior institution?

	Staff	Student
Yes	37.2	35.7
No	35.6	64.3
No Response	27.2	00.0
Sample Size	1418	3103

College	Cost/FTE
Brevard	.67
Broward	.44
Central Florida	.29
Chipola	1.18
Daytona	.69
Edison	.60
Florida Junior Col	.40
Gulf Coast	.33
Hillsborough	.46
Indian River	.65
Lake City	1.83
Lake-Sumter	1.92
Manatee	.88
Miami-Dade	.59
North Florida	1.36
Okaloosa-Walton	.41
Pensacola	.32
Polk	.71
St. Johns	.37
St. Petersburg	.58
Santa Fe	.59
Seminole	.53
Tallahassee	.48
Valencia	.53
Total	16.81
Average (total ÷ 24)	.70

OBJECTIVE: Security of the campus including parking areas will be maintained.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	11.1	1.1	9.5	4.8
Low Importance	2	13.9	2.0	9.8	3.6
Average Importance	3	28.0	13.5	23.4	15.0
Very Important	4	20.0	21.8	19.3	20.1
Highest Importance	5	19.0	58.3	25.7	46.2
No Knowledge/Opinion		6.3	0.9	8.9	3.9
No Indication		1.6	2.4	3.3	6.4
Mean		3.24	4.37	3.48	4.11
Mode		3.00	5.00	5.00	5.00
Standard Deviation		1.27	0.88	1.31	1.15
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Is adequate security maintained on the campus (including the parking area) to insure safety of persons and property?

CRITERION, Students: Is adequate security maintained on the campus (including the parking area) to insure safety of persons and property?

	Staff	Student
Yes	58.4	51.4
No	34.9	18.5
Unknown	0.0	27.5
No Response	6.8	2.7
Sample Size	1418	4520

College	Cost/FTE
Brevard	.11
Broward	.11
Central Florida	.97
Chipola	.06
Daytona	.11
Edison	.70
Florida Junior College at Jacksonville	.13
Gulf Coast	.04
Hillsborough	.00
Indian River	.95
Lake City	.43
Lake-Sumter	1.22
Manatee	.12
Miami-Dade	.07
North Florida	.33
Okaloosa-Walton	.27
Pensacola	.05
Polk	.29
St. Johns	.21
St. Petersburg	1.74
Santa Fe	.07
Seminole	.15
Tallahassee	.00
Valencia	.55
Total	8.68
Average (total ÷ 24)	.36

OBJECTIVE: Community college students will make and evaluate career plans as they progress toward graduation.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	5.2	0.8	4.5	1.3
Low Importance	2	14.0	1.6	9.3	1.9
Average Importance	3	30.2	14.6	30.1	13.0
Very Important	4	15.6	30.9	20.5	26.4
Highest Importance	5	8.7	45.5	15.0	43.6
No Knowledge/Opinion		25.0	3.7	17.8	7.0
No Indication		1.4	2.8	2.8	6.6
Mean		3.12	4.27	3.41	4.26
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.07	0.85	1.09	0.90
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students make and evaluate career plans as they progress in their college program?

CRITERION, Students: Have you made and evaluated career plans as you progress towards your graduation?

	Staff	Student
Yes	49.9	61.0
No	31.2	35.3
No Response	10.9	3.7
Sample Size	1418	4520

College	Cost/FTE
Brevard	1.08
Broward	3.24
Central Florida	3.62
Chipola	1.10
Daytona	3.29
Edison	1.36
Florida Junior College at Jacksonville	1.04
Gulf Coast	.94
Hillsborough	.70
Indian River	1.92
Lake City	2.20
Lake-Sumter	4.03
Manatee	2.89
Miami-Dade	2.06
North Florida	1.11
Okaloosa-Walton	.92
Pensacola	2.50
Polk	1.93
St. Johns	1.36
St. Petersburg	3.06
Santa Fe	1.37
Seminole	2.01
Tallahassee	3.42
Valencia	3.70
Total	50.84
Average (total ÷ 24)	2.12

OBJECTIVE: Before choosing a career, each student will know his preferences such as working alone or with people, giving orders or following orders, working with hands or working with ideas.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	11.2	2.3	8.7	1.9
Low Importance	2	15.7	2.9	14.0	2.7
Average Importance	3	25.0	17.8	26.1	13.2
Very Important	4	8.9	29.7	15.7	24.4
Highest Importance	5	5.4	38.8	13.6	44.4
No Knowledge/Opinion		32.1	5.7	18.6	6.9
No Indication		1.6	2.8	3.2	6.4
Mean		2.72	4.09	3.15	4.23
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.14	0.98	1.23	0.97
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know their personal preferences such as working alone or with people, giving orders or following orders, working with their hands or working with ideas before choosing a career program?

CRITERION, Students: Did you know your personal preferences such as working alone or with people; giving orders or following orders; working with your hands or working with ideas before choosing a career program?

	Staff	Students
Yes	29.4	80.7
No	49.9	15.7
No Response	20.7	3.7
Sample Size	1418	4520

College	Cost/FTE
Brevard	.65
Broward	.77
Central Florida	.40
Chipola	1.16
Daytona	.56
Edison	1.30
Florida Junior College at Jacksonville	1.55
Gulf Coast	.57
Hillsborough	.09
Indian River	1.00
Lake City	1.66
Lake-Sumter	1.91
Manatee	1.59
Miami-Dade	.86
North Florida	.24
Okaloosa-Walton	.41
Pensacola	1.43
Polk	.68
St. Johns	2.15
St. Petersburg	2.34
Santa Fe	1.18
Seminole	.92
Tallahassee	1.18
Valencia	.42
Total	24.99
Average (total ÷ 24)	1.04

OBJECTIVE: Before choosing a career program, students will know the following characteristics of jobs in their area of career choice:

a. range of income
b. necessary training
c. job opportunities
d. working environment
e. typical job activities

range of income

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	8.0	1.1	6.8	1.4
Low Importance	2	12.6	1.9	11.8	2.0
Average Importance	3	26.7	19.6	26.6	12.9
Very Important	4	12.4	28.6	18.2	25.6
Highest Importance	5	8.1	42.7	17.3	47.7
No Knowledge		30.0	2.9	15.6	3.7
No Indication		2.1	3.1	3.6	6.7
Mean		3.00	4.17	3.34	4.30
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.15	0.91	1.21	0.90
Sample Size		2286	2286	7702	7702

necessary training

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	6.7	0.5	4.3	0.7
Low Importance	2	11.3	1.1	8.9	1.0
Average Importance	3	23.9	9.8	23.5	7.5
Very Important	4	15.5	27.5	22.2	23.5
Highest Importance	5	11.3	54.6	21.6	55.3
No Knowledge		28.1	2.6	13.6	3.4
No Indication		3.1	3.8	5.7	8.4
Mean		3.20	4.44	3.60	4.49
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.18	0.77	1.15	0.77
Sample Size		2286	2286	7702	7702

job opportunities

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	8.5	0.6	6.3	0.8
Low Importance	2	13.0	1.2	12.5	1.2
Average Importance	3	24.7	11.4	24.3	7.4
Very Important	4	13.1	29.0	18.0	23.1
Highest Importance	5	8.8	51.2	18.9	55.2
No Knowledge		28.6	2.6	14.2	3.4
No Indication		3.2	3.9	5.9	8.8
Mean		3.01	4.38	3.38	4.49
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.18	0.80	1.22	0.78
Sample Size		2286	2286	7702	7702

working environment

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	9.3	0.7	7.7	1.1
Low Importance	2	14.7	1.7	13.7	2.1
Average Importance	3	24.9	16.5	26.2	11.9
Very Important	4	11.2	30.0	16.4	25.3
Highest Importance	5	7.2	44.1	14.8	47.5
No Knowledge		29.5	3.0	15.2	3.7
No Indication		3.1	4.0	6.0	8.5
Mean		2.89	4.24	3.21	4.33
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.16	0.85	1.22	0.88
Sample Size		2286	2286	7702	7702

typical job activities

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	8.7	0.7	7.3	1.1
Low Importance	2	14.1	1.6	12.7	2.0
Average Importance	3	25.2	13.9	26.8	12.1
Very Important	4	11.6	29.7	16.7	25.7
Highest Importance	5	8.2	47.3	15.3	46.4
No Knowledge		29.0	2.8	15.2	4.0
No Indication		3.1	3.8	6.0	8.6
Mean		2.95	4.30	3.25	4.31
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.17	0.84	1.21	0.89
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know and consider the following job characteristics when choosing their career program?

a. range of income
b. necessary training
c. job opportunities
d. working environment
e. typical job activities

CRITERION, Students: Which of the following job characteristics did you know and consider when choosing your career program?

	Staff	Student	
Yes	35.3	range of income	57.9
No	45.8	necessary training	55.0
No Response	19.0	job opportunities	58.2
Sample Size	1418	working environment	35.3
		availability of program	32.3
		aptitude for career	45.7
		Sample Size	4520

College	Cost/FTE
Brevard	1.10
Broward	1.05
Central Florida	3.66
Chipola	1.06
Daytona	2.21
Edison	2.05
Florida Junior College at Jacksonville	1.03
Gulf Coast	.77
Hillsborough	.54
Indian River	1.13
Lake City	1.82
Lake-Sumter	6.21
Manatee	1.43
Miami-Dade	1.14
North Florida	.78
Okaloosa-Walton	1.48
Pensacola	1.80
Polk	6.07
St. Johns	2.77
St. Petersburg	2.95
Santa Fe	.92
Seminole	1.28
Tallahassee	1.45
Valencia	1.34
Total	46.04
Average (total ÷ 24)	1.92

OBJECTIVE: The student will be able to select courses appropriate for his career choice by the time he chooses a major or specific college program.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	4.0	0.9	4.7	0.9
Low Importance	2	10.9	1.8	9.7	1.2
Average Importance	3	28.5	12.0	28.8	9.3
Very Important	4	19.6	30.1	22.1	25.2
Highest Importance	5	14.0	48.1	19.2	52.3
No Knowledge/Opinion		20.7	3.3	12.0	4.0
No Indication		2.2	3.6	3.4	6.9
Mean		3.37	4.32	3.49	4.43
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.09	0.85	1.13	0.81
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Are students able to select courses appropriate for their career choice?

CRITERION, Students: Have you been able to select courses appropriate for your career choice?

	Staff	Student
Yes	70.3	79.8
No	18.3	15.1
No Response	11.1	5.1
Sample Size	1418	4520

College	Cost/FTE
Brevard	.95
Broward	2.47
Central Florida	2.01
Chipola	.95
Daytona	2.26
Edison	2.00
Florida Junior College at Jacksonville	1.09
Gulf Coast	.67
Hillsborough	.53
Indian River	3.26
Lake City	3.18
Lake-Sumter	2.72
Manatee	1.54
Miami-Dade	1.67
North Florida	1.19
Okaloosa-Walton	1.13
Pensacola	1.96
Polk	2.64
St. Johns	3.20
St. Petersburg	2.92
Santa Fe	1.23
Seminole	1.56
Tallahassee	2.09
Valencia	2.07
Total	45.30
Average (total ÷ 24)	1.89

OBJECTIVE: Students wishing to withdraw from the college will know the procedure.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	6.3	1.3	6.5	2.4
Low Importance	2	12.9	2.8	11.0	2.9
Average Importance	3	28.5	19.2	28.1	20.7
Very Important	4	18.9	23.5	19.0	23.7
Highest Importance	5	20.5	49.1	21.2	39.2
No Knowledge/Opinion	–	11.0	1.0	10.6	4.1
No Indication		2.0	3.0	3.5	7.2
Mean		3.40	4.21	3.44	4.07
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.20	0.95	1.20	1.02
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students desiring to withdraw from college know the procedure?

CRITERION, Students: A. Have you ever withdrawn from college?
B. (students who have ever withdrawn from college)
Did you know how to properly withdraw?

	Staff	Students A	Students B
Yes	61.9	19.3	70.8
No	27.7	77.0	29.2
No Response	10.4	3.7	00.0
Sample Size	1418	4520	1327

College	Cost/FTE
Brevard	.82
Broward	.47
Central Florida	.47
Chipola	.50
Daytona	.92
Edison	.51
Florida Junior College at Jacksonville	.80
Gulf Coast	.71
Hillsborough	.23
Indian River	1.43
Lake City	1.33
Lake-Sumter	1.96
Manatee	.67
Miami-Dade	.85
North Florida	.42
Okaloosa-Walton	.38
Pensacola	1.10
Polk	1.04
St. Johns	.72
St. Petersburg	1.17
Santa Fe	.56
Seminole	.36
Tallahassee	2.04
Valencia	2.34
Total	21.80
Average (total ÷ 24)	.91

OBJECTIVE: Grade reports will be available to students within one week after examinations have ended.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	6.3	1.6	8.6	1.4
Low Importance	2	7.6	2.7	10.8	2.1
Average Importance	3	21.3	18.5	25.2	13.4
Very Important	4	19.8	25.5	20.6	23.1
Highest Importance	5	26.9	46.9	22.6	50.3
No Knowledge/Opinion		16.1	1.6	8.7	2.9
No Indication		2.1	3.1	3.3	6.8
Mean		3.65	4.19	3.43	4.32
Mode		5.00	5.00	3.00	5.00
Standard Deviation		1.24	0.96	1.26	0.9
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students receive grade reports within one week after examinations have ended?

CRITERION, Students: How soon after final examinations end do you usually receive your grade reports?

Staff	Student	
Yes 62.3	less than one week	11.2
No 22.4	from one to two weeks	47.1
No Response 15.3	from two to three weeks	20.4
Sample Size 1418	from three to four weeks	7.5
	more than four weeks	4.3
	no response	9.6
	Sample Size	4520

College	Cost/FTE
Brevard	.83
Broward	.00
Central Florida	1.25
Chipola	.00
Daytona	1.30
Edison	.29
Florida Junior College at Jacksonville	.50
Gulf Coast	.25
Hillsborough	1.13
Indian River	2.39
Lake City	1.31
Lake-Sumter	1.69
Manatee	.00
Miami-Dade	.93
North Florida	1.94
Okaloosa-Walton	.51
Pensacola	.49
Polk	2.29
St. Johns	.47
St. Petersburg	.51
Santa Fe	.41
Seminole	.24
Tallahassee	1.35
Valencia	1.39
Total	21.46
Average (total ÷ 24)	.89

OBJECTIVE: Each student who has chosen a major to be completed in a Florida senior institution will know what lower division courses are required at the senior institution for the completion of that major.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	5.3	0.5	7.5	0.9
Low Importance	2	12.1	1.0	12.4	1.1
Average Importance	3	25.0	6.6	24.6	6.9
Very Important	4	20.9	24.2	19.1	20.9
Highest Importance	5	18.1	63.1	19.1	58.8
No Knowledge/Opinion		16.9	1.8	13.9	4.9
No Indication		1.6	2.6	3.3	6.5
Mean		3.42	4.55	3.36	4.53
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.18	0.72	1.24	0.77
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students planning to transfer to a senior institution know what lower division courses are required for the major course of study at the senior institution to which they plan to transfer?

CRITERION, Students: A. Do you plan to transfer to a senior institution?

B. (students who plan to transfer to a senior institution)
Do you know what lower division courses are required for your major at the senior institution to which you plan to transfer?

	Staff	Students A	Students B
Yes	54.3	75.3	56.6
No	27.6	19.7	43.4
No Response	18.1	5.0	00.0
Sample Size	1418	4520	3255

College	Cost/FTE
Brevard	2.24
Broward	4.30
Central Florida	2.82
Chipola	1.14
Daytona	3.28
Edison	.80
Florida Junior College at Jacksonville	1.45
Gulf Coast	.61
Hillsborough	.50
Indian River	2.68
Lake City	3.96
Lake-Sumter	5.87
Manatee	3.29
Miami-Dade	2.80
North Florida	2.08
Okaloosa-Walton	3.24
Pensacola	4.19
Polk	3.53
St. Johns	3.85
St. Petersburg	3.40
Santa Fe	1.80
Seminole	2.53
Tallahassee	3.08
Valencia	5.60
Total	69.05
Average (total ÷ 24)	2.88

OBJECTIVE: Students will know that education is a continuous process.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	8.4	2.1	5.8	3.0
Low Importance	2	13.5	1.7	9.1	2.8
Average Importance	3	24.8	11.7	26.1	15.7
Very Important	4	13.5	20.8	19.8	21.1
Highest Importance	5	16.1	54.9	24.5	42.3
No Knowledge/Opinion		21.0	5.2	10.3	7.3
No Indication		2.6	3.4	4.3	7.8
Mean		3.20	4.37	3.56	4.14
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.26	0.93	1.20	1.05
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know that education is a continuing process?

CRITERION, Students: Do you expect to end your education after you obtain your desired diploma, certificate or degree?

	Staff	Student
Yes	55.9	24.3
No	30.2	71.2
No Response	13.9	4.4
Sample Size	1418	4520

College	Cost/FTE
Brevard	.35
Broward	.81
Central Florida	.39
Chipola	.32
Daytona	1.36
Edison	.81
Florida Junior College at Jacksonville	.88
Gulf Coast	.56
Hillsborough	.35
Indian River	1.20
Lake City	0.00
Lake-Sumter	4.07
Manatee	1.02
Miami-Dade	.77
North Florida	.26
Okaloosa-Walton	.95
Pensacola	.82
Polk	.92
St. Johns	.76
St. Petersburg	1.17
Santa Fe	1.16
Seminole	.56
Tallahassee	1.06
Valencia	.46
Total	21.01
Average (total ÷ 24)	.88

OBJECTIVE: Students will know the names and physical characteristics of the drugs in the following five groups: hallucinogenics, barbiturates, amphetamines, narcotics and alcohol.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	11.4	6.5	17.0	9.3
Low Importance	2	13.4	4.8	14.8	5.3
Average Importance	3	21.5	19.0	23.7	17.0
Very Important	4	10.8	19.6	11.6	15.9
Highest Importance	5	8.3	39.2	14.6	37.7
No Knowledge/Opinion		32.7	8.0	14.5	8.3
No Indication		1.8	2.8	3.8	6.3
Mean		2.86	3.90	2.90	3.79
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.25	1.23	1.36	1.35
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know the names of frequently abused drugs?

CRITERION, Students: Do you know the names of drugs in the following drug groups?

	Staff
Yes	81.8
No	5.1
No Response	13.0
Sample Size	1418

	Students		
	Yes	No	No Response
hallucinogenics	70.8	22.3	6.9
barbiturates	70.0	22.5	7.4
amphetamines	66.0	25.4	8.7
narcotics	78.1	15.7	6.2
alcohol	88.9	6.2	4.9
Sample Size	4520		

CRITERION, Staff: Do students know the physical characteristics of frequently abused drugs?

CRITERION, Students: Do you know the physical characteristics of the drugs in the following drug groups?

	Staff
Yes	60.9
No	21.2
No Response	18.0
Sample Size	1418

	Students		
	Yes	No	No Response
hallucinogenics	60.4	31.0	8.7
barbiturates	59.8	31.1	9.0
amphetamines	57.5	37.2	10.3
narcotics	65.9	26.0	8.1
alcohol	86.9	7.3	5.8
Sample Size	4520		

College	Cost/FTE
Brevard	.03
Broward	.22
Central Florida	.23
Chipola	.21
Daytona	.15
Edison	.35
Florida Junior College at Jacksonville	.07
Gulf Coast	.59
Hillsborough	.00
Indian River	.50
Lake City	.76
Lake-Sumter	.50
Manatee	.35
Miami-Dade	.26
North Florida	.34
Okaloosa-Walton	.00
Pensacola	.04
Polk	.50
St. Johns	.88
St. Petersburg	.67
Santa Fe	.80
Seminole	.11
Tallahassee	.16
Valencia	.18
Total	7.91
Average (total ÷ 24)	.33

OBJECTIVE: Students will know that they are responsible for continuing their education.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	8.9	2.1	5.9	3.4
Low Importance	2	11.5	2.0	9.1	3.1
Average Importance	3	27.3	14.2	26.6	16.6
Very Important	4	13.7	20.3	18.1	20.4
Highest Importance	5	13.1	50.1	24.1	40.3
No Knowledge/Opinion		22.0	6.9	11.1	7.7
No Indication		3.6	4.2	5.0	8.2
Mean		3.14	4.29	3.54	4.09
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.23	0.97	1.21	1.09
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know they are responsible for continuing their education after completion of their present program?

CRITERION, Students: Do you feel that you should continue your education after completion of your present program by taking an additional course occasionally or reading educational literature?

	Staff	Student
Yes	58.0	77.3
No	26.5	17.5
No Response	15.5	5.2
Sample Size	1418	4520

College	Cost/FTE
Brevard	.34
Broward	.74
Central Florida	.47
Chipola	.34
Daytona	1.43
Edison	.81
Florida Junior College at Jacksonville	.70
Gulf Coast	.56
Hillsborough	.30
Indian River	1.70
Lake City	1.01
Lake-Sumter	2.12
Manatee	.82
Miami-Dade	.75
North Florida	.43
Okaloosa-Walton	.95
Pensacola	.80
Polk	1.13
St. Johns	.74
St. Petersburg	1.21
Santa Fe	.83
Seminole	.40
Tallahassee	1.58
Valencia	.40
Total	20.56
Average (total ÷ 24)	.86

OBJECTIVE: Students will know the mental and physical effects of the drugs in the following five groups: hallucinogenics, barbiturates, amphetamines, narcotics and alcohol.

Response Options	Response Value	Staff Present	Staff Desired	Student Present	Student Desired
Unimportant	1	11.2	4.9	15.9	7.2
Low Importance	2	13.4	3.3	14.2	4.4
Average Importance	3	21.4	14.4	23.7	14.2
Very Important	4	10.8	19.7	11.7	15.8
Highest Importance	5	8.5	47.7	15.9	44.0
No Knowledge/Opinion		32.4	7.1	14.6	7.9
No Indication		2.1	2.8	4.0	6.3
Mean		2.88	4.13	2.97	3.99
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.25	1.14	1.37	1.28
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know the mental effect characteristics of each of the major drug groups?

CRITERION, Students: Do you know the mental effects resulting from use of drugs included in the following groups.

	Staff
Yes	48.0
No	32.0
No Response	20.0
Sample Size	1418

Students

	Yes	No	No Response
hallucinogenics	63.8	26.9	9.3
barbiturates	58.4	30.4	11.2
amphetamines	56.9	31.5	11.5
narcotics	65.4	24.4	10.2
alcohol	83.9	8.7	7.5
Sample Size	4520		

CRITERION, Staff: Do students know the physical effects which may result from using drugs that are commonly abused?

CRITERION, Students: Do you know the physical effects resulting from the use of drugs included in the following groups?

	Staff
Yes	54.8
No	26.5
No Response	18.7
Sample Size	1418

	Students		
	Yes	No	No Response
hallucinogenics	60.1	29.2	10.8
barbiturates	58.2	30.1	11.7
amphetamines	56.5	31.2	12.3
narcotics	64.2	25.1	10.7
alcohol	83.3	8.4	8.3
Sample Size	4520		

College	Cost/FTE
Brevard	.03
Broward	.19
Central Florida	.18
Chipola	.26
Daytona	.23
Edison	.26
Florida Junior College at Jacksonville	.07
Gulf Coast	.62
Hillsborough	.00
Indian River	.00
Lake City	.62
Lake-Sumter	.44
Manatee	.33
Miami-Dade	.30
North Florida	.29
Okaloosa-Walton	.00
Pensacola	.05
Polk	.54
St. Johns	.25
St. Petersburg	.49
Santa Fe	.85
Seminole	.13
Tallahassee	.16
Valencia	.18
Total	6.44
Average (total ÷ 24)	.27

OBJECTIVE: Students will know the main points of the laws pertaining to drug use.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	9.1	2.9	12.2	4.7
Low Importance	2	11.7	2.5	13.1	2.8
Average Importance	3	22.4	13.0	23.6	11.9
Very Important	4	12.7	21.7	14.0	17.6
Highest Importance	5	7.5	46.7	14.8	44.3
No Knowledge/Opinion		29.5	5.2	12.2	5.8
No Indication		6.8	7.7	9.9	12.5
Mean		2.96	4.23	3.08	4.16
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.20	1.03	1.32	1.15
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know which drugs are legally defined as narcotic?

CRITERION, Students: Check any of the following drugs that are legally defined as narcotic.

	Staff
Yes	59.6
No	22.4
No Response	18.1
Sample Size	1418

	Students
canabis (marijuana)	40.1
opium (morphine, codeine, herion)	82.9
isonipecaine (demerol)	46.0
cocaine (any compound)	74.1
alcohol	10.7
Sample Size	4520

CRITERION, Staff: Do students know the penalties for illegal use and possession of various drugs?

CRITERION, Students A: Which of the following are felonies and which are misdemeanors in Florida at the present time?

Students B: The maximum penalty provided by Florida law for a first conviction of any of the drug felonies is:

	Staff
Yes	65.7
No	18.1
No Response	16.2
Sample Size	1418

Students A	Felony	Misdemeanor
selling a narcotic drug without a license	81.5	4.1
manufacturing a narcotic drug	79.6	5.2
possessing marijuana (less than 5 grams)	19.4	65.4
smoking marijuana	26.6	56.6
possessing codeine or opium	77.7	6.5
possessing LSD	76.1	8.5
consumption of alcohol by a minor	10.4	73.9

Students B	
sentence of 5 years and a fine of $5,000	10.0
sentence of 30 days and a fine of $100	70.6
no response	19.4
Sample Size	4520

College	Cost/FTE
Brevard	.17
Broward	.08
Central Florida	.09
Chipola	.30
Daytona	.09
Edison	.17
Florida Junior College at Jacksonville	.05
Gulf Coast	.60
Hillsborough	.00
Indian River	.00
Lake City	.49
Lake-Sumter	.50
Manatee	.41
Miami-Dade	.13
North Florida	.35
Okaloosa-Walton	.05
Pensacola	.11
Polk	.52
St. Johns	.37
St. Petersburg	.54
Santa Fe	.68
Seminole	.13
Tallahassee	.01
Valencia	.09
Total	5.92
Average (total ÷ 24)	.25

OBJECTIVE: Students will know the level of confidentiality which college staff can provide to those seeking aid to drug problems.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	9.2	1.8	13.8	2.6
Low Importance	2	12.2	1.7	12.4	2.0
Average Importance	3	16.2	8.7	17.9	8.8
Very Important	4	8.2	18.7	9.8	18.2
Highest Importance	5	9.8	54.8	10.8	47.7
No Knowledge/Opinion		37.6	6.2	25.2	7.7
No Indication		6.9	8.0	10.0	12.9
Mean		2.95	4.44	2.87	4.34
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.32	0.90	1.56	1.00
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know the level of confidentiality that college staff can provide to those seeking aid with drug problems?

CRITERION, Students: The student who uses the service provided by the college to help with drug related problems can expect:

	Staff
Yes	22.6
No	54.1
No Response	23.3
Sample Size	1418

Student	
Only the college staff member or student or peer counselor to know of his request for help.	24.4
Only the college staff member consulted and those who have access to his personal records to know of his request.	9.8
The staff member to inform parents or guardian of his request for help.	5.0
The staff member to inform a local law enforcement agency.	3.4
No Knowledge	44.4
Sample Size	4520

College	Cost/FTE
Brevard	.09
Broward	.13
Central Florida	.30
Chipola	.25
Daytona	.37
Edison	.65
Florida Junior College at Jacksonville	.18
Gulf Coast	.31
Hillsborough	.33
Indian River	1.31
Lake City	.33
Lake-Sumter	.22
Manatee	.57
Miami-Dade	.13
North Florida	.76
Okaloosa-Walton	.15
Pensacola	.20
Polk	.15
St. Johns	.05
St. Petersburg	.39
Santa Fe	.49
Seminole	.96
Tallahassee	.15
Valencia	.28
Total	8.75
Average (total ÷ 24)	.37

OBJECTIVE: All students will know the symptoms of venereal disease (V.D.) and where to go for examination and treatment.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	13.4	2.7	15.3	2.4
Low Importance	2	13.7	1.9	15.1	2.0
Average Importance	3	15.6	11.5	18.7	9.7
Very Important	4	6.6	18.3	10.2	17.2
Highest Importance	5	6.3	52.5	13.1	51.3
No Knowledge/Opinion		37.2	4.9	17.4	4.5
No Indication		7.1	8.0	10.2	12.7
Mean		2.62	4.33	2.87	4.37
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.28	1.00	1.38	0.98
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know the symptoms of most common venereal diseases?

CRITERION, Students: Do you know the symptoms of the most common venereal diseases?

	Staff	Student
Yes	36.5	75.4
No	39.2	15.6
No Response	24.3	9.0
Sample Size	1418	4520

CRITERION, Staff: Do students know where to go for a diagnosis and treatment, if needed, of suspected venereal disease?

CRITERION, Students: Where would you refer a friend that might have contacted venereal disease for a reliable diagnosis?

	Staff
Yes	14.7
No	21.2
No Response	64.2
Sample Size	1418

	Student
College nurse or college infirmary	5.7
County or other public health service	53.2
Local hospital	11.0
His or her family doctor	47.5
Doctor selected from the telephone directory	4.2
Sample Size	4520

College	Cost/FTE
Brevard	.01
Broward	.22
Central Florida	.08
Chipola	.21
Daytona	.09
Edison	.18
Florida Junior College at Jacksonville	.10
Gulf Coast	.47
Hillsborough	.38
Indian River	.00
Lake City	.55
Lake-Sumter	.26
Manatee	.27
Miami-Dade	.08
North Florida	.15
Okaloosa-Walton	.00
Pensacola	.02
Polk	.46
St. Johns	.00
St. Petersburg	.35
Santa Fe	.57
Seminole	.15
Tallahassee	.02
Valencia	.00
Total	4.62
Average (total ÷ 24)	.19

OBJECTIVE: Students will abide by a student code of conduct while on campus or while taking part in college sponsored activities.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	10.1	2.7	6.6	5.6
Low Importance	2	13.2	2.7	9.6	4.9
Average Importance	3	20.3	15.4	27.4	19.7
Very Important	4	14.7	22.7	18.3	20.3
Highest Importance	5	13.4	45.8	16.5	30.9
No Knowledge/Opinion		16.3	2.7	11.5	5.2
No Indication		7.1	6.0	10.0	13.2
Mean		3.16	4.19	3.37	3.81
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.26	1.02	1.18	1.20
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students abide by the college's code of conduct?

CRITERION, Students: Does your college have a student code of conduct?

	Staff	Student
Yes	63.4	43.1
No	21.1	4.7
Unknown	00.0	44.9
No Response	15.5	7.3
Sample Size	1418	4520

College	Cost/FTE
Brevard	1.13
Broward	.09
Central Florida	.94
Chipola	.48
Daytona	.29
Edison	.83
Florida Junior College at Jacksonville	.43
Gulf Coast	.33
Hillsborough	.19
Indian River	1.03
Lake City	.62
Lake-Sumter	2.30
Manatee	.74
Miami-Dade	.24
North Florida	.28
Okaloosa-Walton	.46
Pensacola	1.37
Polk	.38
St. Johns	.55
St. Petersburg	1.24
Santa Fe	.36
Seminole	.15
Tallahassee	.80
Valencia	1.14
Total	16.35
Average (total ÷ 24)	.68

OBJECTIVE: Students who have academic or disciplinary action (such as probation or suspension) taken against them in accordance with college policy will know the reason for the action.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	2.1	0.7	3.8	1.4
Low Importance	2	4.2	0.7	6.6	1.4
Average Importance	3	15.0	6.7	19.6	9.1
Very Important	4	19.7	18.4	16.9	19.1
Highest Importance	5	32.5	64.3	19.6	49.1
No Knowledge/Opinion		19.6	1.3	23.4	5.3
No Indication		6.9	7.7	10.0	13.4
Mean		4.04	4.59	3.63	4.41
Mode		5.00	5.00	5.00	5.00
Standard Deviation		1.07	0.73	1.17	0.89
Sample Size		2286	2286	7702	7702

CRITERION, Staff: If students have had academic or disciplinary action taken against them, do they know the reason or reasons for such action?

CRITERION, Students A: Have you had academic or disciplinary action taken against you?

Students B: (Students who have had academic or disciplinary action taken against them): Did you know the reason or reasons for such action?

	Staff	Students A	Students B
Yes	85.0	5.4	54.4
No	2.7	86.9	45.6
No Response	12.3	7.7	00.0
Sample Size	1418	4520	425

College	Cost/FTE
Brevard	.64
Broward	.86
Central Florida	.67
Chipola	.51
Daytona	.89
Edison	.19
Florida Junior College at Jacksonville	.75
Gulf Coast	.62
Hillsborough	.04
Indian River	1.41
Lake City	1.28
Lake Sumter	2.23
Manatee	1.11
Miami-Dade	.55
North Florida	1.25
Okaloosa-Walton	1.90
Pensacola	2.22
Polk	.56
St. Johns	.93
St. Petersburg	.91
Santa Fe	.48
Seminole	.06
Tallahassee	2.53
Valencia	.21
Total	22.78
Average (total ÷ 24)	.95

OBJECTIVE: Each student will know the necessity for continual reevaluation of most decisions and the necessity of adjustment of his goals.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	6.2	0.7	4.9	1.4
Low Importance	2	13.3	1.8	9.4	1.8
Average Importance	3	26.0	13.7	28.9	15.3
Very Important	4	10.8	27.2	15.4	24.1
Highest Importance	5	7.9	40.9	10.8	33.8
No Knowledge/Opinion		29.3	7.0	19.8	9.6
No Indication		7.6	8.6	10.7	13.9
Mean		3.01	4.25	3.26	4.14
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.12	0.87	1.09	0.94
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students know that some decisions pertaining to important matters such as career choices should be reconsidered occasionally?

CRITERION, Students: Do you feel that most decisions pertaining to important matters such as career choices should be reconsidered occasionally?

	Staff	Student
Yes	61.1	85.2
No	22.4	5.0
No Response	16.5	9.8
Sample Size	1418	4520

College	Cost/FTE
Brevard	1.14
Broward	1.08
Central Florida	3.68
Chipola	.80
Daytona	2.68
Edison	.51
Florida Junior College at Jacksonville	1.07
Gulf Coast	.70
Hillsborough	.50
Indian River	1.57
Lake City	.95
Lake-Sumter	3.96
Manatee	2.22
Miami-Dade	1.21
North Florida	1.81
Okaloosa-Walton	1.58
Pensacola	1.98
Polk	1.61
St. Johns	2.14
St. Petersburg	2.73
Santa Fe	2.25
Seminole	1.39
Tallahassee	2.95
Valencia	1.25
Total	41.74
Average (total ÷ 24)	1.74

OBJECTIVE: Assistance will be available to students in choices of life style, examination of their values, and in understanding themselves and their interpersonal reactions.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	8.5	4.3	9.7	3.4
Low Importance	2	13.5	3.2	12.5	3.7
Average Importance	3	21.0	18.5	23.4	16.5
Very Important	4	11.5	22.5	11.8	21.6
Highest Importance	5	9.5	35.2	9.1	32.0
No Knowledge/Opinion		28.8	8.0	22.7	9.1
No Indication		7.2	8.1	10.8	13.5
Mean		3.00	3.97	2.97	3.98
Mode		3.00	5.00	3.00	5.00
Standard Deviation		1.23	1.12	1.22	1.10
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Does the college provide students with assistance in choice of life style, examination of values, self-understanding and understanding of interpersonal relationships?

CRITERION, Students: Check each of the following in which assistance is offered to students at your college: choice of life style, examination of values, understanding self, and interpersonal relationships.

	Staff
Yes	56.8
No	26.4
No Response	16.8
Sample Size	1418

	Student		
	Yes	No	No Response
Choice of life style	26.2	73.8	00.0
Values examined	29.8	70.2	00.0
Understanding self	39.2	60.8	00.0
Understanding inter-personal relationships	35.0	65.0	00.0
Sample Size	4520		

College	Cost/FTE
Brevard	2.25
Broward	4.31
Central Florida	4.75
Chipola	.99
Daytona	3.66
Edison	2.38
Florida Junior College at Jacksonville	2.35
Gulf Coast	1.27
Hillsborough	.83
Indian River	2.34
Lake City	1.01
Lake-Sumter	3.16
Manatee	2.63
Miami-Dade	4.62
North Florida	3.74
Okaloosa-Walton	1.37
Pensacola	6.33
Polk	3.01
St. Johns	3.39
St. Petersburg	4.73
Santa Fe	6.78
Seminole	1.42
Tallahassee	3.11
Valencia	2.14
Total	72.54
Average (total ÷ 24)	3.02

OBJECTIVE: Persons requesting any student personnel services will be served courteously and promptly.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	2.8	0.4	7.2	1.3
Low Importance	2	7.0	0.8	10.5	1.7
Average Importance	3	15.2	9.8	24.1	12.0
Very Important	4	20.4	22.2	18.1	24.2
Highest Importance	5	24.7	57.6	16.0	42.7
No Knowledge/Opinion		18.7	1.1	13.6	4.5
No Indication		7.2	8.0	10.5	13.4
Mean		3.77	4.50	3.33	4.29
Mode		5.00	5.00	3.00	5.00
Standard Deviation		1.12	0.76	1.22	0.90
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Are students requesting student personnel services served courteously?

CRITERION, Students: Do you feel you were served courteously at: career counseling, personal counseling, job placement, academic advisement, financial aid, student activities, health services, drug information service?

	Staff
Yes	78.7
No	5.4
No Response	15.9
Sample Size	1418

	Student		
	Yes	No	No Response
Career Counseling	36.3	2.2	61.4
Personal Counseling	37.8	1.4	60.8
Job Placement	11.7	1.7	86.5
Academic advisement	45.0	2.0	53.0
Financial aid	20.7	2.1	77.2
Student activities	25.4	1.6	73.0
Health services	4.7	0.8	94.5
Drug information	1.5	0.9	97.6
Sample Size	4520		

CRITERION, Staff: Are students requesting personnel services served promptly?

CRITERION, Students: Were you served promptly at: career counseling, personal counseling, job placement, academic advisement, financial aid, student activities, health services, drug information service?

	Staff
Yes	69.2
No	10.6
No Response	20.2
Sample Size	1418

	Student		
	Yes	No	No Response
Career counseling	34.3	4.5	61.2
Personal counseling	35.1	4.0	60.9
Job placement	11.0	2.5	86.5
Academic adjustment	42.2	4.8	53.0
Financial aid	19.0	4.0	77.0
Student activities	24.3	2.6	73.1
Health services	4.4	1.0	94.6
Drug information	1.5	0.8	97.6
Sample Size	4520		

College	Cost/FTE
Brevard	1.90
Broward	1.21
Central Florida	1.52
Chipola	.25
Daytona	5.29
Edison	1.40
Florida Junior College at Jacksonville	1.29
Gulf Coast	1.21
Hillsborough	.74
Indian River	2.66
Lake City	1.62
Lake-Sumter	1.91
Manatee	2.76
Miami-Dade	1.46
North Florida	10.14
Okaloosa-Walton	2.02
Pensacola	2.03
Polk	3.23
St. Johns	5.03
St. Petersburg	4.38
Santa Fe	1.52
Seminole	1.78
Tallahassee	4.58
Valencia	3.4
Total	63.34
Average (total ÷ 24)	2.64

OBJECTIVE: Students will feel that student personnel services have treated them equally and without discrimination on the basis of race, religion, or sex.

Response Options	Response Value	Staff Present	Staff Desired	Students Present	Students Desired
Unimportant	1	2.0	0.6	4.4	1.8
Low Importance	2	3.3	0.8	6.0	1.3
Average Importance	3	14.1	7.7	19.4	10.3
Very Important	4	19.4	17.9	19.1	19.1
Highest Importance	5	32.6	63.1	24.9	48.9
No Knowledge/Opinion		21.4	1.8	16.0	5.0
No Indication		7.0	8.0	10.0	13.3
Mean		4.08	4.58	3.73	4.37
Mode		5.00	5.00	5.00	5.00
Standard Deviation		1.04	0.74	1.18	0.92
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Do students feel that student personnel services have treated them fairly without discrimination on the basis of race, religion, or sex?

CRITERION, Student: Do you feel you were treated fairly at: career counseling, personal counseling, job placement, academic advisement, financial aid, student activities, health services, drug information service?

	Staff
Yes	72.1
No	7.4
No Response	20.5
Sample Size	1418

	Student		
	Yes	No	No Response
Career counseling	36.2	2.3	61.4
Personal counseling	37.0	2.1	61.0
Job placement	11.3	2.1	86.6
Academic advisement	43.8	3.1	53.1
Financial aid	20.0	2.8	77.2
Student activities	24.6	2.4	73.1
Health services	4.7	0.7	94.6
Drug information	1.2	0.4	98.4
Sample Size	4520		

College	Cost/FTE
Brevard	1.18
Broward	.80
Central Florida	.72
Chipola	.25
Daytona	2.40
Edison	.50
Florida Junior College at Jacksonville	.88
Gulf Coast	.50
Hillsborough	.32
Indian River	2.30
Lake City	6.52
Lake-Sumter	2.28
Manatee	1.43
Miami-Dade	.96
North Florida	8.24
Okaloosa-Walton	.58
Pensacola	1.27
Polk	.89
St. Johns	2.40
St. Petersburg	1.52
Santa Fe	.99
Seminole	1.59
Tallahassee	1.87
Valencia	2.11
Total	42.57
Average (total ÷ 24)	1.77

OBJECTIVE: Food, school supplies, books and other necessary materials will be readily available to students.

Response Options	Response Value	Staff		Students	
		Present	Desired	Present	Desired
Unimportant	1	5.3	1.6	7.0	1.2
Low Importance	2	9.4	2.0	8.4	1.2
Average Importance	3	20.3	12.6	22.3	9.5
Very Important	4	20.4	23.3	19.0	19.7
Highest Importance	5	25.4	49.5	27.1	52.7
No Knowledge/Opinion		12.2	3.0	6.0	2.7
No Indication		6.8	7.9	10.1	12.7
Mean		3.63	4.32	3.61	4.44
Mode		5.00	5.00	5.00	5.00
Standard Deviation		1.22	0.92	1.26	0.85
Sample Size		2286	2286	7702	7702

CRITERION, Staff: Are necessary materials, school supplies, books, and food readily available to students on or near campus?

CRITERION, Students: Are necessary materials, school supplies, books, and food readily available to students on or near campus?

Staff

	Food	Books	School Supplies	Materials
Yes	86.4	91.3	90.4	77.5
No	8.2	3.7	4.4	5.1
No Response	5.4	5.0	7.9	14.6
Sample Size	1418			

Students

	Food	Books	School Supplies	Materials
Yes	86.2	89.2	89.0	76.0
No	4.8	2.3	2.7	8.5
No Response	9.0	8.5	8.4	15.6
Sample Size	4520			

College	Cost/FTE
Brevard	.31
Broward	.18
Central Florida	.28
Chipola	.26
Daytona	.06
Edison	.39
Florida Junior College at Jacksonville	.03
Gulf Coast	.60
Hillsborough	.00
Indian River	.39
Lake City	1.03
Lake-Sumter	.47
Manatee	.43
Miami-Dade	.24
North Florida	.50
Okaloosa-Walton	.50
Pensacola	.15
Polk	.27
St. Johns	.01
St. Petersburg	.09
Santa Fe	.18
Seminole	.00
Tallahassee	.09
Valencia	.40
Total	6.92
Average (total ÷ 24)	.29

APPENDIX B

IRC COOPERATION FOR PROGRESS THROUGH RESEARCH
florida community junior college inter-institutional research council
College of Education • University of Florida • Gainesville Florida 32601

STUDENT PERSONNEL SERVICES OBJECTIVES ASSESSMENT

Purpose

The purpose of administering this instrument is to get your opinion on an important part of our college's program--student personnel services. The ideas and views that you express will be considered as we attempt to design a more effective program for meeting students' needs. Your participation in this study may result in better services for all students.

How to Respond

The following items are possible objectives of student personnel services. You will probably find some objectives that are presently included in our student personnel services program and others that are being considered. Although each objective is presented one time, you are asked to rate the importance of each objective in two different ways: First, rate the importance you think is presently being placed on this objective in your college. (Consider all student personnel services when making your response.) Second, rate the importance you think the objective should have in your college. In each case record your two responses by drawing circles around the numbers on the "importance scales" to the right of each objective. If you have no knowledge of an objective, draw a circle around the first zero. If you have no opinion about an objective, draw a circle around the second zero.

The Rating Scale

Look at the top of page 1 of the questionnaire. You will see the Rating Scale to be used in rating each objective. Note that unimportant objectives on this rating scale have a rating of one, while the objectives of highest importance have a rating of five. Let's apply this scale to the first objective (objective number 1). The objective states that students will have the opportunity to take part in college governance. Suppose you think that this college places no importance on this objective. You should circle number one in the first set of numbers to the right of the objective. Suppose that you think this college should place the highest importance on this objective. You should circle the number 5 in the second set of numbers to the right of the objective. Suppose that you have no knowledge about this objective. Circle the first zero to the right of the objective. If you have no opinion about the objective, draw a circle around the second zero to the right of the objective. If you have no knowledge about the objective and also no opinion, you should draw a circle around both zeros.

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STUDENT INFORMATION SECTION

(TO BE COMPLETED BY STUDENT RESPONDENTS ONLY)

1. Are you considered a full time student? ☐ Yes ☐ No

2. Indicate which of the following student personnel services you have used at your college:

   ☐ Career Counseling ☐ Health ☐ Student Activities

   ☐ Job Placement ☐ Personal Counseling ☐ Other

   ☐ Financial Aid ☐ Academic Advisement

3. How many terms have you attended this community/junior college?

   number of terms part-time ____ number of terms full-time ____

4. Your age at your last birthday was

   ☐ 18 or younger ☐ 22 to 24 ☐ 35 to 44 ☐ 55 to 64

   ☐ 19 to 21 ☐ 25 to 34 ☐ 45 to 54 ☐ 65 or older

5. Indicate sex ☐ male ☐ female

6. Indicate marital status ☐ married ☐ not married

7. Indicate educational goal

   ☐ AA or higher degree ☐ Certificate

   ☐ AS degree ☐ Other (please name) _____

8. Race ☐ Caucasian or White ☐ American Indian ☐ Spanish American

   ☐ Negro or Black ☐ Oriental ☐ Other

FACULTY AND STAFF INFORMATION

(TO BE COMPLETED BY FACULTY AND STAFF RESPONDENTS ONLY)

1. Are you considered a full time employee of the college? ☐ Yes ☐ No

2. Which primary function do you serve at the college?

   ☐ Student personnel administrator and/or practitioner ☐ Teaching faculty

   ☐ Other Administrator ☐ Other (please name) _____

3. How many years have you been at this college? _____

4. Indicate your age ☐ 21 or younger ☐ 31 to 40 ☐ 51 to 60

   ☐ 22 to 30 ☐ 41 to 50 ☐ 61 or older

5. Indicate your sex ☐ male ☐ female

6. Race ☐ Negro or Black ☐ American Indian ☐ Spanish American

   ☐ Oriental ☐ Caucasian or White ☐ Other

Rating Scale

Highest importance	Circle 5	No knowledge or no opinion	Circle 0
Very important	Circle 4		
Average importance	Circle 3		
Low importance	Circle 2		
Unimportant	Circle 1		

Student Personnel Objectives	Present Importance Low	High	No Knowledge	Desired Importance Low	High	No Opinion
1. Students will have the opportunity to participate in college governance.	1 2 3 4 5		0	1 2 3 4 5		0
2. A student's complete official record will be shown to him on his request.	1 2 3 4 5		0	1 2 3 4 5		0
3. Students will know who may receive information from their records.	1 2 3 4 5		0	1 2 3 4 5		0
4. Potential students will know the requirements for admission to a program before applying to the program.	1 2 3 4 5		0	1 2 3 4 5		0
5. Applicants will receive their acceptance or rejection notices within two weeks after the date of receipt of application.	1 2 3 4 5		0	1 2 3 4 5		0
6. By the first week of classes, the student will know the following services are available and how to obtain them.						
a. career counseling	1 2 3 4 5		0	1 2 3 4 5		0
b. personal counseling	1 2 3 4 5		0	1 2 3 4 5		0
c. job placement	1 2 3 4 5		0	1 2 3 4 5		0
d. academic advisement	1 2 3 4 5		0	1 2 3 4 5		0
e. financial aid	1 2 3 4 5		0	1 2 3 4 5		0
f. student activities	1 2 3 4 5		0	1 2 3 4 5		0
g. health	1 2 3 4 5		0	1 2 3 4 5		0
7. Activities programs for students will meet the cultural, social and involvement needs expressed by students.	1 2 3 4 5		0	1 2 3 4 5		0
8. Each division of student personnel services will have a clearly written statement of all policies and procedures.	1 2 3 4 5		0	1 2 3 4 5		0
9. Before the new student starts into any program he will know the chances of his being able to successfully complete the program.	1 2 3 4 5		0	1 2 3 4 5		0
10. Before registration new students will know the kinds of vocational, technical, and college-parallel programs that are available at the junior college.	1 2 3 4 5		0	1 2 3 4 5		0
11. By the time of registration each new student will have in writing the general requirements for the completion of his program.	1 2 3 4 5		0	1 2 3 4 5		0
12. People in the community will know what courses are available to them in the community college at least three weeks before registration.	1 2 3 4 5		0	1 2 3 4 5		0

(Continue on Page 2)

Rating Scale

Highest importance	Circle 5	No knowledge or no opinion	Circle 0
Very important	Circle 4		
Average importance	Circle 3		
Low importance	Circle 2		
Unimportant	Circle 1		

Student Personnel Objectives	Present Importance Low	High	No Knowledge	Desired Importance Low	High	No Opinion
13. Good public relations with alumni and surrounding community will be maintained.	1 2 3 4 5		0	1 2 3 4 5		0
14. Each student will be able to satisfactorily complete registration within one hour.	1 2 3 4 5		0	1 2 3 4 5		0
15. Before registration new students will know if they need help in base skills such as reading, writing, or arithmetic.	1 2 3 4 5		0	1 2 3 4 5		0
16. Instructors will have accurate class membership rolls before their first class meeting each term.	1 2 3 4 5		0	1 2 3 4 5		0
17. Faculty will be informed of each student assigned to their courses who has a medical problem such as epilepsy, diabetes, etc.	1 2 3 4 5		0	1 2 3 4 5		0
18. Urgent transcript requests will be processed on the day they are received.	1 2 3 4 5		0	1 2 3 4 5		0
19. Students may obtain copies of their own transcripts in a form useful for advisement, program planning, etc. at the time of requests.	1 2 3 4 5		0	1 2 3 4 5		0
20. College students, high school seniors and others who request financial aid will know what specific on-and-off campus jobs, scholarships, grants and loans are available.	1 2 3 4 5		0	1 2 3 4 5		0
21. The financial aid that is needed to attend college will be provided						
a. for each enrolled college student	1 2 3 4 5		0	1 2 3 4 5		0
b. for each student applying for admission to attend college	1 2 3 4 5		0	1 2 3 4 5		0
22. The financial needs of those who apply for aid will be accurately determined.	1 2 3 4 5		0	1 2 3 4 5		0
23. Students who receive financial aid will budget so that their money meets expenses.	1 2 3 4 5		0	1 2 3 4 5		0
24. Community college students will know the procedure for obtaining financial aid at the senior institution before transfering.	1 2 3 4 5		0	1 2 3 4 5		0
25. Security of the campus including parking areas will be maintained.	1 2 3 4 5		0	1 2 3 4 5		0

(continue on page 3)

Rating Scale

Highest importance	Circle 5	No knowledge or no opinion	Circle 0
Very important	Circle 4		
Average importance	Circle 3		
Low importance	Circle 2		
Unimportant	Circle 1		

Student Personnel Objectives	Present Importance Low	High	No Knowledge	Desired Importance Low	High	No Opinion
26. Community college students will make and evaluate career plans as they progress toward graduation.	1 2 3 4 5		0	1 2 3 4 5		0
27. Before choosing a career each student will know his preferences such as working alone or with people; giving orders or following orders; working with hands or working with ideas.	1 2 3 4 5		0	1 2 3 4 5		0
28. Before choosing a career program students will know the following characteristics of jobs in their area of career choice:						
a. range of income	1 2 3 4 5		0	1 2 3 4 5		0
b. necessary training	1 2 3 4 5		0	1 2 3 4 5		0
c. job opportunities	1 2 3 4 5		0	1 2 3 4 5		0
d. working environment	1 2 3 4 5		0	1 2 3 4 5		0
e. typical job activities	1 2 3 4 5		0	1 2 3 4 5		0
29. The student will be able to select courses appropriate for his career choice by the time he chooses a major or specific college program.	1 2 3 4 5		0	1 2 3 4 5		0
30. Students wishing to withdraw from the college will know the procedure.	1 2 3 4 5		0	1 2 3 4 5		0
31. Grade reports will be available to students within one week after examinations have ended.	1 2 3 4 5		0	1 2 3 4 5		0
32. Each student who has chosen a major to be completed in a Florida senior institution will know what lower division courses are required at the senior institution for the completion of that major.	1 2 3 4 5		0	1 2 3 4 5		0
33. Students will know that education is a continuous process.	1 2 3 4 5		0	1 2 3 4 5		0
34. Students will know that they are responsible for continuing their education.	1 2 3 4 5		0	1 2 3 4 5		0
35. Students will know the names and physical characteristics of the drugs in the following five groups: hallucinogenics, barbiturates, amphetamines, narcotics and alcohol.	1 2 3 4 5		0	1 2 3 4 5		0
36. Students will know the mental and physical effects of the above mentioned five groups of drugs.	1 2 3 4 5		0	1 2 3 4 5		0

(continue on page 4)

Rating Scale

Highest importance	Circle 5	No knowledge or no opinion	Circle 0
Very important	Circle 4		
Average importance	Circle 3		
Low importance	Circle 2		
Unimportant	Circle 1		

Student Personnel Objectives	Present Importance Low	High	No Knowledge	Desired Importance Low	High	No Opinion
37. Students will know the main points of the laws pertaining to drug use.	1 2 3 4 5		0	1 2 3 4 5		0
38. Students will know the level of confidentiality which college staff can provide to those seeking aid to drug problems.	1 2 3 4 5		0	1 2 3 4 5		0
39. All students will know the symptoms of venereal disease (V.D.) and where to go for examination and treatment.	1 2 3 4 5		0	1 2 3 4 5		0
40. Students will abide by a student code of conduct while on campus or while taking part in college sponsored activities.	1 2 3 4 5		0	1 2 3 4 5		0
41. Students who have academic or disciplinary action (such as probation or suspension) taken against them in accordance with college policy will know the reasons for the action.	1 2 3 4 5		0	1 2 3 4 5		0
42. Each student will know the necessity for continual reevaluation of most decisions and the necessity of adjustment of his goals.	1 2 3 4 5		0	1 2 3 4 5		0
43. Assistance will be available to students in choices of life style, examination of their values, and in understanding themselves and their interpersonal reactions.	1 2 3 4 5		0	1 2 3 4 5		0
44. Persons requesting any student personnel services will be served courteously and promptly.	1 2 3 4 5		0	1 2 3 4 5		0
45. Students will feel that student personnel services have treated them equally and without discrimination on the basis of race, religion or sex.	1 2 3 4 5		0	1 2 3 4 5		0
46. Food, school supplies, books and other necessary materials will be readily available to students.	1 2 3 4 5		0	1 2 3 4 5		0

END

APPENDIX C

IRC COOPERATION FOR PROGRESS THROUGH RESEARCH
Florida community junior college inter-institutional research council
College of Education • University of Florida • Gainesville, Florida 32601

ASSESSMENTS OF OUTPUTS FOR STUDENT PERSONNEL SERVICES

(Student Form)

Purpose

Recently a questionnaire was administered in your college to determine the importance of each of a number of student personnel service objectives. This information was needed as a basis for selecting appropriate student personnel service objectives for your college. It is also important that objectives found to be appropriate for your college be achieved. Therefore, the purpose of this questionnaire is to determine to what extent current student personnel service programs are successful in accomplishing these objectives. Your participation in this study may result in better services for all students.

How to Respond

Read an item carefully and then select the response you think best describes your reaction to the item. Mark that response in the booklet by using the following check mark: ✓ .

Do not omit any item. However, you may be instructed by a notation following a response to skip to the next item. If so instructed, be sure to skip only to the next item.

Take the time necessary to carefully consider each item and the responses provided, but do not waste time trying to figure out something you do not readily understand. Instead ask the proctor for an explanation. Please do not consider responses of your fellow students. Your unbiased responses are needed for this evaluation.

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STUDENT INFORMATION SECTION

1. Are you considered a full-time student? ☐ Yes ☐ No

2. Indicate which of the following student personnel services you have used at your college:

   ☐ Career Counseling ☐ Health ☐ Student Activities
   ☐ Job Placement ☐ Personal Counseling ☐ Other
   ☐ Financial Aid ☐ Academic Advisement

3. How many terms have you attended this community/junior college?

   number of terms part-time ____ number of terms full-time ____

4. Your age at your last birthday was

   ☐ 18 or younger ☐ 22 to 24 ☐ 35 to 44 ☐ 55 to 64
   ☐ 19 to 21 ☐ 25 to 34 ☐ 45 to 54 ☐ 65 or older

5. Indicate sex ☐ male ☐ female

6. Indicate marital status ☐ married ☐ not married

7. Indicate community/junior college educational goal

   ☐ AA or higher degree ☐ Certificate
   ☐ AS degree ☐ Other (please name) _____

8. Race ☐ Caucasian or White ☐ American Indian ☐ Spanish American
   ☐ Negro or Black ☐ Oriental ☐ Other

---

1. Have you had opportunities to participate in college governance related activities?
   ___no (if no, go to item 2) ___yes (if yes, indicate any of the following activities that afforded the opportunity)
   ___student government ___faculty and staff selection committee meetings
   ___admissions committee meetings ___petitions committee meetings
   ___voting on college issues ___standing and ad hoc committees ___others

2. Have you ever requested that your official records be shown to you?
   ___no (if no, go to item 3) ___yes
   Were the records shown to you on request? ___yes ___no

3. Indicate which, if any, of the following people have access to information in your official records without your knowledge or consent.
   ___faculty ___student personnel staff ___department deans and college president
   ___medical doctors ___other students ___myself ___parents ___law enforcement agencies ___prospective employer ___unknown

4. Did you know the requirements for admission to your desired program before applying for admission to the program? ___yes ___no

(Continue on Page 2)

5. After applying for admission to this college, how long did you have to wait for notice of acceptance? ___less than one week ___one week to two weeks ___two weeks to a month ___more than a month ___unknown

6. Services often provided by colleges are listed below. Check each statement that accurately describes this service at your college.

a. Career Counseling Service
   1. ___not provided (if not provided, skip to "b") ___provided (continue)
   2. When did you first learn that this service was provided?
      ___prior to registration ___during the first week of classes
      ___after first week of classes
   3. Have you used this service? ___no (if no, skip to "b") ___yes (continue)
   4. Were you served courteously? ___yes ___no
   5. Were you served promptly? ___yes ___no
   6. Were you treated fairly? ___yes ___no

b. Personal Counseling Service
   1. ___not provided (if not provided, skip to "c") ___provided (continue)
   2. When did you first learn that this service was provided?
      ___prior to registration ___during the first week of classes
      ___after first week of classes
   3. Have you used this service? ___no (if no, skip to "c") ___yes (continue)
   4. Were you served courteously? ___yes ___no
   5. Were you served promptly? ___yes ___no
   6. Were you treated fairly? ___yes ___no

c. Job Placement Service
   1. ___not provided (if not provided, skip to "d") ___provided (continue)
   2. When did you first learn that this service was provided?
      ___prior to registration ___during the first week of classes
      ___after first week of classes
   3. Have you used this service? ___no (if no, skip to "d") ___yes (continue)
   4. Were you served courteously? ___yes ___no
   5. Were you served promptly? ___yes ___no
   6. Were you treated fairly? ___yes ___no

d. Academic Advisement
   1. ___not provided (if not provided, skip to "e") ___ provided (continue)
   2. When did you first learn that this service was provided?
      ___prior to registration ___during the first week of classes
      ___after first week of classes
   3. Have you used this service? ___no (if no, skip to "e") ___yes (continue)
   4. Were you served courteously? ___yes ___no
   5. Were you served promptly? ___yes ___no
   6. Were you treated fairly? ___yes ___no

e. Financial Aid
   1. ___not provided (if not provided, skip to "f") ___provided (continue)
   2. When did you first learn that this service was provided?
      ___prior to registration ___during the first week of classes
      ___after first week of classes
   3. Have you used this service? ___no (if no, skip to "f") ___yes (continue)
   4. Were you served courteously? ___yes ___no
   5. Were you served promptly? ___yes ___no
   6. Were you treated fairly? ___yes ___no

f. Student Activities
   1. ___not provided (if not provided, skip to "g") ___provided (continue)
   2. When did you first learn that this service was provided?
      ___prior to registration ___during the first week of classes
      ___after first week of classes
   3. Have you used this service? ___no (if no, skip to "g") ___yes (continue)

(continue on page 3)

4. Were you served courteously? ___yes ___no
5. Were you served promptly? ___yes ___no
6. Were you treated fairly? ___yes ___no

g. Health Services
1. ___not provided (if not provided, skip to "h") ___provided (continue)
2. When did you first learn that this service was provided?
___prior to registration ___during the first week of classes
___after first week of classes
3. Have you used this service? ___no (if no, skip to "h") ___yes (continue)
4. Were you served courteously? ___yes ___no
5. Were you served promptly? ___yes ___no
6. Were you treated fairly? ___yes ___no

h. Drug Information Service
1. ___not provided (if not provided, skip to item 7) ___provided (continue)
2. When did you first learn that this service was provided?
___prior to registration ___during the first week of classes
___after first week of classes
3. Have you used this service? ___no (if no, skip to item 7) ___yes (continue)
4. Were you served courteously? ___yes ___no
5. Were you served promptly? ___yes ___no
6. Were you treated fairly? yes no

7. Have the following of your personal needs been satisfied by student activity programs at your college?
a. cultural need ___yes ___no
b. social need ___yes ___no
c. need for involvement ___yes ___no

8. Before beginning your program did you know the chance of your successfully completing the program? ___yes ___no

9. Check each statement listed below that describes your circumstance.
___I have changed career plans one or more times
___I have considered changing my career plans since enrolling in college.
___I have not considered changing my career plans since enrolling in college.
___I would have enrolled in another career program had I known it was offered by the college prior to my first registration.
___I would have liked more assistance in choosing a career program.
___I would have liked more information on what career programs were available at this college prior to my first registration.
___I have not chosen a program at this time.
___I was in a career prior to registering.

10. By the time of registration, did you have the general requirements for completion of your program in writing? ___yes ___no

11. Do citizens of the community know what courses are available in the community college at least three weeks before registration? ___yes ___no ___unknown

12. Has the college maintained good public relations with the community? ___yes ___no ___unknown

13. How long does it usually take you to satisfactorily complete registration (or pre-registration)? ___30 minutes or less ___30 minutes to one hour ___between one hour and two hours ___more than two hours

14. Have you had any academic difficulty due to a lack of skills in reading, writing, mathematics or other basic skill areas? ___yes ___no ___unknown
If yes, when did you first learn of your lack of skill?
___before your first registration at the college ___during your first term at the college during your second term after the second term

(continue on page 4)

15. Have you ever asked in person for a copy of your transcripts? ___yes ___no
If yes, were you given the transcripts at the time of your request? ___yes ___no

16. Have you ever requested financial aid through your college? ___yes ___no (if no, skip to item 17) Check the kind of information you received.
___on campus job information ___scholarship information ___loan information
___off campus job information ___grant information ___none of the above
___other information

Did you receive any aid? ___yes ___no (if no, skip to item 17)
Do you prepare a personal budget each term? ___yes ___no (if no, skip to item 17)
Did it help you in using your resources to meet your expenses throughout the term?
___yes ___no

17. Do you plan to transfer to a senior institution? ___yes ___no (if no, skip to item 18)
a. Do you know how to apply for financial aid from the senior institution?
___yes ___no
b. Do you know what lower division courses are required for your major at the senior institution to which you plan to transfer? ___yes ___no

18. Is adequate security maintained on the campus (including the parking area) to insure safety of person and property? ___yes ___no ___unknown

19. Have you made and evaluated career plans as you complete your college program?
___yes ___no

20. Did you know your personal preferences such as working alone or with people, giving orders or following orders, working with your hands or working with ideas before choosing a career? ___yes ___no

21. Which of the following job characteristics did you know and consider when choosing your career program?
___range of income ___job opportunities ___typical job activities
___necessary training ___working environment ___availability of program
___aptitude for career

22. Have you been able to select courses appropriate for your career choice?
___yes ___no

23. Have you ever withdrawn from college? ___yes ___no (if no go to item 24)
Did you know how to properly withdraw? ___yes ___no

24. How soon after final examinations end do you usually receive your grade reports?
___less than one week ___from one week to two weeks ___from two weeks to three weeks ___from three weeks to four weeks ___more than four weeks

25. Do you expect to end your education after you obtain your desired diploma, certificate, or degree? ___yes ___no

26. Do you feel that you should continue your education after completion of your present program by taking an additional course occasionally or simply reading educational literature? ___yes ___no

27. Do you know the names of drugs in the following drug groups?
hallucinogens ___yes ___no amphetamines ___yes ___no alcohol ___yes ___no
barbiturates ___yes ___no narcotics ___yes ___no

28. Do you know the physical characteristics of the drugs in the following drug groups?
hallucinogens ___yes ___no amphetamines ___yes ___no alcohol ___yes ___no
barbiturates ___yes ___no narcotics ___yes ___no

(continue on page 5)

29a. Do you know the mental effects resulting from use of drugs included in the following groups?
hallucinogens ___yes ___no amphetamines ___yes ___no alcohol ___yes ___no
barbiturates ___yes ___no. narcotics ___yes ___no

b. Do you know the physical effects resulting from use of drugs included in the following groups?
hallucinogens ___yes ___no amphetamines ___yes ___no alcohol ___yes ___no
barbiturates ___yes ___no narcotics ___yes ___no

30a. Check any of the following drugs that are legally defined as narcotic
___canabis (marijuana) ___isonipecaine (demerol) ___alcohol
___opium (morphine, codein, heroin) ___cocaine (any compound)

b. Which of the following are felonies and which are misdemeanors in Florida at the present time?

	Felony	Misdemeanor
selling a narcotic drug without a license	___	___
manufacturing a narcotic drug	___	___
possessing marijuana (less than 5 grams)	___	___
smoking marijuana	___	___
possessing codeine or opium	___	___
possessing LSD	___	___
consumption of alcohol by a minor	___	___

c. The maximum penalty provided by Florida law for a first conviction of any of the above felonies is: ___1. sentence of 5 years and a fine of $5,000
___2. sentence of 30 days and a fine of $100

31. The student who uses service provided by the college to help with drug related problems could expect:
___only the college staff member, or student or peer counselor, to know of his request for help.
___only the college staff member consulted and those who have access to his personal records to know of his request.
___the staff member to inform parents or guardian of his request for help.
___the staff member to inform a local law enforcement agency.
___no knowledge

32a. Do you know the symptoms of the most common venereal diseases? ___yes ___no

b. Where would you refer a friend that might have contacted venereal disease for a reliable diagnosis?
___college nurse or college infirmary ___his family doctor
___county or other public health service ___doctor selected from telephone
___local hospital directory

33. Does your college have a student code of conduct? ___yes ___no ___unknown

34. Have you had academic or disciplinary action taken against you? ___yes ___no
(if no, skip to item 35)
Did you know the reason or reasons for such action? ___yes ___no

35. Do you feel that most decisions pertaining to important matters such as career choices should be reconsidered occasionally? ___yes ___no

36. Check each of the following in which assistance is offered to students at your college.
___choice of life style ___understanding yourself
___examination of your values ___understanding your interpersonal relationships

37. Are each of the following readily available to students on or near campus?
food ___yes ___no school supplies ___yes ___no
books ___yes ___no other necessary materials ___yes ___no

END

APPENDIX D

COOPERATION FOR PROGRESS THROUGH RESEARCH
florida community junior college inter-institutional research council
College of Education • University of Florida • Gainesville, Florida 32601

ASSESSMENT OF OUTPUT FOR STUDENT PERSONNEL SERVICES

(Faculty Form)

Purpose

Recently you may have been asked to respond to a questionnaire which asked you to indicate the importance of a number of student personnel service objectives. This information was needed for selecting appropriate student personnel service objectives for your college.

It is important that appropriate objectives be undertaken by our student personnel service offices, but the extent to which these objectives are achieved is also important. This questionnaire was designed to provide this information based on responses from faculty and administrators. Therefore, you are asked to help in assessing the extent of our accomplishment of these objectives by responding to the items in this questionnaire. Your participation will help in this effort to provide better services to all students.

How to Respond

The items in this questionnaire consist of questions relating to student personnel service objectives. Following each question a "yes" or "no" response choice is provided with spaces for marking your choice. These questions relate to students enrolled in your college and what they know, think or feel. Of course you do not know all students in your college, but you do know many. Therefore, you are asked to generalize when choosing responses. If you think that 80 per cent or more students meet a question's qualification for a yes response, you should mark the "yes" response choice. If, on the other hand, fewer than 80 per cent of the students you know meet the question's qualifications for a yes response, you should mark the "no" response choice.

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FACULTY AND STAFF INFORMATION

1. Are you considered a full-time employee of the college? ☐ Yes ☐ No

2. Which primary function do you serve at the college?

   ☐ Student personnel administrator and/or practitioner ☐ Teaching faculty

   ☐ Other Administrator ☐ Other (please name) _____

3. How many years have you been at this college? _____

4. Indicate your age ☐ 21 or younger ☐ 31 to 40 ☐ 51 to 60

   ☐ 22 to 30 ☐ 41 to 50 ☐ 61 or older

5. Indicate your sex ☐ male ☐ female

6. Race ☐ Negro or Black ☐ American Indian ☐ Spanish American

   ☐ Oriental ☐ Caucasian or White ☐ Other

- -

1. Do students have the opportunity to participate in college governance related activities?

   _____Yes _____No

2. Do students who desire to see their official records have their records shown to them on request?

   _____Yes _____No

3. Do students know who has access to information in their official records?

   _____Yes _____No

4. Do students know the admissions requirements of programs before applying for admission?

   _____Yes _____No

5. After applying for admission to the college, do students receive their notice of acceptance or rejection within two weeks?

   _____Yes _____No

6. a) Do students know which student personnel services are available to them?

   _____Yes _____No

   b) Do students know how to obtain the student personnel services that are available to them?

   _____Yes _____No

(Continue on Page 2)

7. Do activities programs at your college meet the students' cultural, social, and involvement needs?

_____Yes _____No

8. Do the student personnel service functional units have clearly written statements of policy?

_____Yes _____No

9. Before beginning college programs, do students know the chances (or probability) of their successfully completing the programs?

_____Yes _____No

10. Do students know the kinds of vocational, technical and college-parallel programs available to them prior to their first registration?

_____Yes _____No

11. By the time of registration, do students have the requirements for completion of their programs in writing?

_____Yes _____No

12. Do citizens of the community know what courses are available in the college at least three weeks before registration?

_____Yes _____No

13. Has the college maintained good public relations with the community?

_____Yes _____No

14. Are students able to satisfactorily complete registration within one hour?

_____Yes _____No

15. Do students who have academic difficulty due to lack of skills in reading, writing, mathematics or other basic skills areas know their deficiencies?

_____Yes _____No

16. Do instructors have accurate class membership rolls before their first class meeting each term?

_____Yes _____No

17. Is the faculty informed of each student assigned to their courses who has a medical problem such as epilepsy, diabetes, etc.?

_____Yes _____No

18. Are urgent transcript requests processed on the day they are received?

_____Yes _____No

(Continue on Page 3)

19. May students obtain copies of their transcripts at the time of request?

_____Yes _____No

20. Do students who have requested financial aid know what specific on-and-off campus jobs, scholarships, grants and loans are available to them?

_____Yes _____No

21. Is the highest priority given to currently enrolled students in awarding financial aid?

_____Yes _____No

22. Do students who are awarded financial aid prepare budgets so that their money meets expenses?

_____Yes _____No

23. Do students planning to transfer to a senior institution know:

a) How to apply for financial aid from the senior institution?

_____Yes _____No

b) What lower division courses are required for the major course of study at the senior institution to which they plan to transfer?

_____Yes _____No

24. Is adequate security maintained on the campus (including the parking area) to insure safety of person and property?

_____Yes _____No

25. Do students make and evaluate career plans as they progress in their college program?

_____Yes _____No

26. Do students know their personal preferences such as working alone or with people, giving orders or following orders, working with their hands or working with ideas before choosing a career program?

_____Yes _____No

27. Do students know and consider the following job characteristics when choosing their career program? (range of income, necessary training, job opportunities, working environment, typical job activities, availability of program, aptitude for career)

_____Yes _____No

28. Are students able to select courses appropriate for their career choice?

_____Yes _____No

(Continue on Page 4)

29. Do students desiring to withdraw from college know the procedure?

_____Yes _____No

30. Do students receive grade reports within one week after examinations have ended?

_____Yes _____No

31. Do students know that education is a continuous process?

_____Yes _____No

32. Do students know they are responsible for continuing their education after completion of their present program?

_____Yes _____No

33. a) Do students know the names of frequently abused drugs?

_____Yes _____No

b) Do students know the physical characteristics of frequently abused drugs?

_____Yes _____No

34. a) Do students know the mental effect characteristics of each of the major drug groups?

_____Yes _____No

b) Do students know the physical effects which may result from using drugs that are commonly abused?

_____Yes _____No

35. a) Do students know which drugs are legally defined as narcotic?

_____Yes _____No

b) Do students know the penalties for illegal use and possession of various drugs?

_____Yes _____No

36. Do students know the level of confidentiality that college staff can provide to those seeking aid with drug problems?

_____Yes _____No

37. a) Do students know the symptoms of most common venereal diseases?

_____Yes _____No

b) Do students know where to go for a diagnosis and treatment, if needed, of suspected venereal disease?

(Continue on Page 5)

38. Do students abide by the college's student code of conduct?

_____Yes _____No

39. If students have had academic or disciplinary action taken against them, do they know the reason or reasons for such action?

_____Yes _____No

40. Do students know that some decisions pertaining to important matters such as career choices should be reconsidered occasionally?

_____Yes _____No

41. Does the college provide students with assistance in choice of life style, examination of values, self understanding, and understanding of interpersonal relationships?

_____Yes _____No

42. a) Are students requesting student personnel services served courteously?

_____Yes _____No

b) Are students requesting student personnel services served promptly?

_____Yes _____No

43. Do students feel that student personnel services have treated them fairly without discrimination on the basis of race, religion or sex?

_____Yes _____No

44. Are the following readily available to students on or near campus?

Food _____Yes _____No School supplies _____Yes _____No

Books _____Yes _____No Other necessary materials _____Yes _____No

END

APPENDIX E

SPS EFFORT ASSESSMENT

A GUIDE FOR COST ANALYSIS OF STUDENT PERSONNEL SERVICES STRATEGIES

THE IRC MODEL

This guide is a portion of the IRC Model for Input-Output Assessment of Student Personnel Services, which includes rating the importance of student personnel objectives, measuring the extent to which these objectives are being achieved, identifying the strategies used to attain the objectives, and obtaining measures of effort in terms of cost per student for strategies being used. These data will provide a basis for planning a more effective program of student services. Continued participation will result in student personnel services being able to demonstrate what their objectives are, how they are achieved, to what extent they are achieved, and how much it it cost per objective per student.

PURPOSE OF THIS GUIDE

The purpose of the IRC SPS Effort Assessment guide is:

(1) to identify the strategies being used to achieve the forty-six objectives;
(2) to determine the effort being expended on each strategy.

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HOW TO USE THE GUIDE

STEP 1: Become familiar with FORM A -- Categories of Objectives. On the basis of their similarity the forty-six objectives are categorized into eight areas to facilitate your relating strategies to each objective.

STEP 2: Become familiar with FORM B -- Strategies. Strategies you may have used to achieve one or more of the objectives in the category are listed for each of the eight categories.

STEP 3: Using the form on the next page, estimate for each of the eight categories of objectives the percent of time you spent during the school year 1971-72 in activities related to achieving only those objectives included in the respective categories.

NOTE: If a single strategy was used to achieve several objectives which are in different categories, please try to adjust your estimate for each category to account for only that portion of time spent on the strategy as it was used to achieve just the objectives in the category.

EXAMPLE: Allocation of Total Annual Time Spent, 1971-72

Category	Percent of Annual Time
I. Orientation Objectives	10%
II. Admission and Registration Objectives	30%
III. Advisement and Counseling Objectives	25%
IV. Financial Aid and Other Services Objectives	0%
V. Regulations Objectives	5%
VI. Student Activities Objectives	0%
VII. Student Appraisal Objectives	10%
VIII. Administration Objectives	5%
TOTAL	85%

Explanation of difference:

10% -- survey of buildings and room utilization

5% -- meeting with trustees, attending legislative hearings and other meetings unrelated to any of the 46 objectives.

NOTE: It is possible to indicate zero percent of time spent in achieving objectives in some categories. Estimates may be revised as you complete the remainder of the guide.

ALLOCATION OF TOTAL ANNUAL TIME SPENT ON ALL EIGHT CATEGORIES OF OBJECTIVES, 1971-72

Name of College: _____

Title of Position: _____ Annual Salary, 1971-72: _____

Administrative division in which you hold position: _____

	Percent of Your Total Annual Time Spent on Activities Related to the Objectives in each Category	
I. Orientation Objectives (4, 10, 12, 11, 6)		(Place this % in Block A, Page 6)
II. Admissions and Registration Objectives (5, 14, 16, 31, 19, 18, 2)		(Place this % in Block B, Page 7)
III. Advisement and Counseling Objectives (43, 42, 32, 41, 26, 28, 29, 33, 36, 37, 39, 33, 34)		(Place this % in Block C, Page 9)
IV. Financial Aid and Other Services Objectives (20, 21, 22, 23, 24, 46)		(Place this % in Block D, Page 12)
V. Regulations Objectives (3, 38, 30, 40)		(Place this % in Block E, Page 13)
VI. Student Activities Objectives (7)		(Place this % in Block F, Page 14)
VII. Student Appraisal Objectives (15, 9, 27, 17)		(Place this % in Block G, Page 15)
VIII. Administration Objectives (44, 45, 8, 13, 1, 25)		(Place this % in Block H, Page 16)
*TOTAL		

*The percents do not have to total 100 since it is possible that the forty-six objectives identified do not account for all of your activities. However, if the TOTAL is other than 100%, please use the space below to explain.

STEP 4: Transfer the percent for each category to the appropriate block on the indicated page.

Proceed to STEP 5.

NOTE: There are eight sections in the remaining guide -- one section for each category of objectives. You may begin with any section.

STEP 5: For each objective in a section estimate to the nearest whole percent the percent of time you spent in activities related to achieving that objective. Notice the directions at the bottom of each page indicating if the section is continued on the next page. Write your estimates in the numbered block associated with the objective (down the right-hand side of the page). These estimates should total 100% for each section.

EXAMPLE: Section I

Percent of Total Annual Time for All Five Orientation Objectives (from page 3) . . . . . Block A [10]

. . . . . .

(1) Percent of Block A spent on Objective 4 [20] (1)

. . . . . .

(2) Percent of Block A spent on Objective 10 [30] (2)

. . . . . .

(3) Percent of Block A spent on Objective 12 [10] (3)

. . . . . .

(4) Percent of Block A spent on Objective 11 [15] (4)

. . . . . .

(5) Percent of Block A spent on Objective 6 [25] (5)

STEP 6: On Form B -- Strategies, find the list of strategies associated with the category of objectives for the section. For each objective, select from the appropriate list of strategies the ones you used to achieve the objective. Write the numbers of the selected strategies in the spaces provided for each objective.

NOTE: The phrasing of a listed strategy may not exactly describe the strategy you use, but if it comes reasonably close, please use the number of the listed strategy. If strategies you use are not listed, you may add strategies at the end of the list for any category and use their numbers on the guide. If you use more than 20 strategies for any objective in any section, use the blank forms at the end of the guide to continue your listing of strategies.

STEP 7: In the space provided under each strategy number, estimate the percent of time spent on that strategy relative to the other strategies used to achieve that one objective. These estimates per strategy should total approximately 100% for each objective.

EXAMPLE: Section I, Objective 4

(1) PERCENT OF BLOCK A SPENT ON OBJECTIVE 4 .... [20] (1)

Strategy Number	25	26	29	30	7	8	22	39	
% of (1) Spent Per Strategy	20	10	10	5	10	15	5	25	

Explanation: Eight strategies were used to achieve Objective 4 during 1971-72. Seven were selected from the list on FORM B for the related category (Category I -- Strategies Related to Achieving the Orientation Objectives). Strategy Number 39 was added to that list because no listed strategy adequately described the particular strategy used to achieve Objective 4.

Under each strategy number the percent of time spent on that strategy is indicated.

STEP 8: Repeat Steps 5-7 for each section of the guide. Please fill out each section completely.

STEP 9: Return the completed guide to the designated person at your college prior to the announced deadline.

THANK YOU FOR YOUR CONSCIENTIOUS PARTICIPATION.

SECTION I

ALLOCATION OF TIME FOR OBJECTIVES RELATED TO ORIENTATION

Block A

PERCENT OF TOTAL ANNUAL TIME FOR ALL FIVE ORIENTATION OBJECTIVES ... [ ]
(From Page 3)

OBJECTIVE 4: Potential students will know the requirements for admission to a program before applying to the program.

(1) PERCENT OF BLOCK "A" SPENT ON OBJECTIVE 4 ..... [ ] (1)

Strategy Number																					
% of (1) Spent Per Strategy																					

OBJECTIVE 10: Before registration new students will know the kinds of vocational, technical, and college-parallel programs that are available at the junior college.

(2) PERCENT OF BLOCK "A" SPENT ON OBJECTIVE 10 ..... [ ] (2)

Strategy Number																					
% of (2) Spent Per Strategy																					

OBJECTIVE 12: People in the community will know what courses are available to them in the community college at least three weeks before registration.

(3) PERCENT OF BLOCK "A" SPENT ON OBJECTIVE 12 ..... [ ] (3)

Strategy Number																					
% of (3) Spent Per Strategy																					

OBJECTIVE 11: By the time of registration each new student will have in writing the general requirements for the completion of his program.

(4) PERCENT OF BLOCK "A" SPENT ON OBJECTIVE 11 ..... [ ] (4)

Strategy Number																					
% of (4) Spent Per Strategy																					

OBJECTIVE 6: By the first week of classes, the student will know the following services are available and how to obtain them: a. career counseling, b. personal counseling, c. job placement, d. academic advisement, e. financial aid, f. student activities, g. health

(5) PERCENT OF BLOCK "A" SPENT ON OBJECTIVE 6 ..... [ ] (5)

Strategy Number																					
% of (5) Spent Per Strategy																					

END SECTION I

SECTION II

ALLOCATION OF TIME FOR OBJECTIVES RELATED TO ADMISSIONS AND REGISTRATION

PERCENT OF TOTAL ANNUAL TIME FOR ALL SEVEN ADMISSIONS AND REGISTRATION OBJECTIVES (From Page 3) ..... Block B ☐

OBJECTIVE 5: Applicants will receive their acceptance or rejection notices within two weeks after the date of receipt of application.

(1) PERCENT OF BLOCK "B" SPENT ON OBJECTIVE 5 ..... ☐ (1)

Strategy Number																						
% of (1) Spent Per Strategy																						

OBJECTIVE 14: Each student will be able to satisfactorily complete registration within one hour.

(2) PERCENT OF BLOCK "B" SPENT ON OBJECTIVE 14 ..... ☐ (2)

Strategy Number																						
% of (2) Spent Per Strategy																						

OBJECTIVE 16: Instructors will have accurate class membership rolls before their first class meeting each term.

(3) PERCENT OF BLOCK "B" SPENT ON OBJECTIVE 16 ..... ☐ (3)

Strategy Number																						
% of (3) Spent Per Strategy																						

OBJECTIVE 31: Grade reports will be available to students within one week after examinations have ended.

(4) PERCENT OF BLOCK "B" SPENT ON OBJECTIVE 31 ..... ☐ (4)

Strategy Number																						
% of (4) Spent Per Strategy																						

OBJECTIVE 19: Students may obtain copies of their own transcripts in a form useful for advisement, program planning, etc. at the time of requests.

(5) PERCENT OF BLOCK "B" SPENT ON OBJECTIVE 19 ..... ☐ (5)

Strategy Number																						
% of (5) Spent Per Strategy																						

OBJECTIVE 18: Urgent transcript requests will be processed on the day they are received.

(6) PERCENT OF BLOCK "B" SPENT ON OBJECTIVE 18 ..... ☐ (6)

Strategy Number																						
% of (6) Spent Per Strategy																						

CONTINUED ON NEXT PAGE

SECTION II (Continued)

OBJECTIVE 2: A student's complete official record will be shown to him on his request.

(7) PERCENT OF BLOCK "B" SPENT ON OBJECTIVE 2 ..... ☐ (7)

Strategy Number																						
% of (7) Spent Per Strategy																						

END SECTION II

SECTION III

ALLOCATION OF TIME FOR OBJECTIVES RELATED TO ADVISEMENT AND COUNSELING

PERCENT OF TOTAL ANNUAL TIME FOR ALL THIRTEEN ADVISEMENT AND COUNSELING OBJECTIVES (From Page 3).... Block C ☐

OBJECTIVE 43: Assistance will be available to students in choices of life style, examination of their values, and in understanding themselves and their interpersonal reactions.

(1) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 43 ..... ☐ (1)

Strategy Number																				
% of (1) Spent Per Strategy																				

OBJECTIVE 42: Each student will know the necessity for continual reevaluation of most decisions and the necessity of adjustment of his goals.

(2) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 42 ..... ☐ (2)

Strategy Number																				
% of (2) Spent Per Strategy																				

OBJECTIVE 32: Each student who has chosen a major to be completed in a Florida senior institution will know what lower division courses are required at the senior institution for the completion of that major.

(3) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 32 ..... ☐ (3)

Strategy Number																				
% of (3) Spent Per Strategy																				

OBJECTIVE 41: Students who have academic or disciplinary action (such as probation or suspension) taken against them in accordance with college policy will know the reasons for the action.

(4) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 41 ..... ☐ (4)

Strategy Number																				
% of (4) Spent Per Strategy																				

OBJECTIVE 26: Community college students will make and evaluate career plans as they progress toward graduation.

(5) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 26 ..... ☐ (5)

Strategy Number																				
% of (5) Spent Per Strategy																				

CONTINUED ON NEXT PAGE

SECTION III (Continued)

OBJECTIVE 28: Before choosing a career program students will know the following characteristics of jobs in their area of career choice: a. range of income, b. necessary training, c. job opportunities, d. working environment, e. typical job activities.

(6) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 28 ..... ☐ (6)

Strategy Number																					
% of (6) Spent Per Strategy																					

OBJECTIVE 29: The student will be able to select courses appropriate for his career choice by the time he chooses a major or specific college program.

(7) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 29 ..... ☐ (7)

Strategy Number																					
% of (7) Spent Per Strategy																					

OBJECTIVE 35: Students will know the names and physical characteristics of the drugs in the following five groups: hallucinogenics, barbiturates, amphetamines, narcotics and alcohol.

(8) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 35 ..... ☐ (8)

Strategy Number																					
% of (8) Spent Per Strategy																					

OBJECTIVE 36: Students will know the mental and physical effects of the above mentioned five groups of drugs.

(9) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 36 ..... ☐ (9)

Strategy Number																					
% of (9) Spent Per Strategy																					

OBJECTIVE 37: Students will know the main points of the laws pertaining to drug use.

(10) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 37 ..... ☐ (10

Strategy Number																					
% of (10) Spent Per Strategy																					

OBJECTIVE 39: All students will know the symptoms of venereal disease (V.D.) and where to go for examination and treatment.

(11) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 39 ..... ☐ (1

Strategy Number																					
% of (11) Spent Per Strategy																					

CONTINUED ON NEXT PAGE

SECTION III (Continued)

OBJECTIVE 33: Students will know that education is a continuous process.

(12) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 33 ..... ☐ (12)

Strategy Number																						
% of (12) Spent Per Strategy																						

OBJECTIVE 34: Students will know that they are responsible for continuing their education.

(13) PERCENT OF BLOCK "C" SPENT ON OBJECTIVE 34 ..... ☐ (13)

Strategy Number																						
% of (13) Spent Per Strategy																						

END SECTION III

SECTION IV

ALLOCATION OF TIME FOR OBJECTIVES RELATED TO FINANCIAL AID AND OTHER SERVICES

PERCENT OF TOTAL ANNUAL TIME FOR ALL SIX FINANCIAL AID AND OTHER SERVICES OBJECTIVES (From Page 3) ..... Block D

OBJECTIVE 20: College students, high school seniors and others who request financial aid will know what specific on-and-off campus jobs, scholarships, grants and loans are available. (1) PERCENT OF BLOCK "D" SPENT ON OBJECTIVE 20 ..... (1)

Strategy Number																						
% of (1) Spent Per Strategy																						

OBJECTIVE 21: The financial aid that is needed to attend college will be provided: a. for each enrolled college student, b. for each student applying for admission to attend college. (2) PERCENT OF BLOCK "D" SPENT ON OBJECTIVE 21 ..... (2)

Strategy Number																						
% of (2) Spent Per Strategy																						

OBJECTIVE 22: The financial needs of those who apply for aid will be accurately determined. (3) PERCENT OF BLOCK "D" SPENT ON OBJECTIVE 22 ..... (3)

Strategy Number																						
% of (3) Spent Per Strategy																						

OBJECTIVE 23: Students who receive financial aid will budget so that their money meets expenses. (4) PERCENT OF BLOCK "D" SPENT ON OBJECTIVE 23 ..... (4)

Strategy Number																						
% of (4) Spent Per Strategy																						

OBJECTIVE 24: Community college students will know the procedure for obtaining financial aid at the senior institution before transferring. (5) PERCENT OF BLOCK "D" SPENT ON OBJECTIVE 24 ..... (5)

Strategy Number																						
% of (5) Spent Per Strategy																						

OBJECTIVE 46: Food, school supplies, books and other necessary materials will be readily available to students. (6) PERCENT OF BLOCK "D" SPENT ON OBJECTIVE 46 ..... (6)

Strategy Number																						
% of (6) Spent Per Strategy																						

END OF SECTION IV

SECTION V

ALLOCATION OF TIME FOR OBJECTIVES RELATED TO REGULATIONS

PERCENT OF TOTAL ANNUAL TIME FOR ALL FOUR REGULATIONS OBJECTIVES (From Page 3) ..... Block E ☐

OBJECTIVE 3: Students will know who may receive information from their records.

(1) PERCENT OF BLOCK "E" SPENT ON OBJECTIVE 3 ..... ☐ (1)

Strategy Number																							
% of (1) Spent Per Strategy																							

OBJECTIVE 38: Students will know the level of confidentiality which college staff can provide to those seeking aid to drug problems.

(2) PERCENT OF BLOCK "E" SPENT ON OBJECTIVE 38 ..... ☐ (2)

Strategy Number																							
% of (2) Spent Per Strategy																							

OBJECTIVE 30: Students wishing to withdraw from the college will know the procedure

(3) PERCENT OF BLOCK "E" SPENT ON OBJECTIVE 30 ..... ☐ (3)

Strategy Number																							
% of (3) Spent Per Strategy																							

OBJECTIVE 40: Students will abide by a student code of conduct while on campus or while taking part in college sponsored activities.

(4) PERCENT OF BLOCK "E" SPENT ON OBJECTIVE 40 ..... ☐ (4)

Strategy Number																							
% of (4) Spent Per Strategy																							

END SECTION V

SECTION VI

ALLOCATION OF TIME FOR OBJECTIVE RELATED TO STUDENT ACTIVITIES

PERCENT OF TOTAL ANNUAL TIME FOR THE ONE STUDENT ACTIVITIES OBJECTIVE (From Page 3) ..... Block F ☐

OBJECTIVE 7: Activities programs for students will meet the cultural, social and involvement needs expressed by students.

(1) PERCENT OF BLOCK "F" SPENT ON OBJECTIVE 7 ..... ☐ (1)

Strategy Number																					
% of (1) Spent Per Strategy																					

END SECTION VI

SECTION VII

ALLOCATION OF TIME FOR OBJECTIVES RELATED TO STUDENT APPRAISAL

PERCENT OF TOTAL ANNUAL TIME FOR ALL FOUR STUDENT APPRAISAL OBJECTIVES (From Page 3)... Block G ☐

OBJECTIVE 15: Before registration new students will know if they need help in base skills such as reading, writing, or arithmetic.

(1) PERCENT OF BLOCK "G" SPENT ON OBJECTIVE 15 ..... ☐ (1)

Strategy Number																					
% of (1) Spent Per Strategy																					

OBJECTIVE 9: Before the new student starts into any program he will know the chances of his being able to successfully complete the program.

(2) PERCENT OF BLOCK "G" SPENT ON OBJECTIVE 9 ..... ☐ (2)

Strategy Number																					
% of (2) Spent Per Strategy																					

OBJECTIVE 17: Faculty will be informed of each student assigned to their courses who has a medical problem such as epilepsy, diabetes, etc.

(3) PERCENT OF BLOCK "G" SPENT ON OBJECTIVE 17 ..... ☐ (3)

Strategy Number																					
% of (3) Spent Per Strategy																					

OBJECTIVE 27: Before choosing a career each student will know his preferences such as working alone or with people; giving orders or following orders; working with hands or working with ideas.

(4) PERCENT OF BLOCK "G" SPENT ON OBJECTIVE 27 ..... ☐ (4)

Strategy Number																					
% of (4) Spent Per Strategy																					

END SECTION VII

SECTION VIII

ALLOCATION OF TIME FOR OBJECTIVES RELATED TO ADMINISTRATION

PERCENT OF TOTAL ANNUAL TIME FOR ALL SIX ADMINISTRATION OBJECTIVES (From Page 3) ..... Block H ☐

OBJECTIVE 44: Persons requesting any student personnel services will be served courteously and promptly.

(1) PERCENT OF BLOCK "H" SPENT ON OBJECTIVE 44 ..... ☐ (1)

Strategy Number																						
% of (1) Spent Per Strategy																						

OBJECTIVE 45: Students will feel that student personnel services have treated them equally and without discrimination on the basis of race, religion or sex.

(2) PERCENT OF BLOCK "H" SPENT ON OBJECTIVE 45 ..... ☐ (2)

Strategy Number																						
% of (2) Spent Per Strategy																						

OBJECTIVE 8: Each division of student personnel services will have a clearly written statement of all policies and procedures.

(3) PERCENT OF BLOCK "H" SPENT ON OBJECTIVE 8 ..... ☐ (3)

Strategy Number																						
% of (3) Spent Per Strategy																						

OBJECTIVE 13: Good public relations with alumni and surrounding community will be maintained.

(4) PERCENT OF BLOCK "H" SPENT ON OBJECTIVE 13 ..... ☐ (4)

Strategy Number																						
% of (4) Spent Per Strategy																						

OBJECTIVE 1: Students will have the opportunity to participate in college governance.

(5) PERCENT OF BLOCK "H" SPENT ON OBJECTIVE 1 ..... ☐ (5)

Strategy Number																						
% of (5) Spent Per Strategy																						

OBJECTIVE 25: Security of the campus including parking areas will be maintained.

(6) PERCENT OF BLOCK "H" SPENT ON OBJECTIVE 25 ..... ☐ (6)

Strategy Number																						
% of (6) Spent Per Strategy																						

END SECTION VIII

BLANK FORM FOR CONTINUING THE LISTING OF STRATEGY NUMBERS

Directions: (1) Write the number of the Objective in the space provided.
(2) Continue to list strategy numbers and estimates of time.

Note: Since each objective has a unique number, that number will be sufficient to identify the category of objectives and the section of the guide to which it is related. Therefore, this form may be used for continuing the strategy listing for any objective from any section of the guide.

Objective number: _____

Strategy Number																			
% of Time Spent Per Strategy																			

Objective number: _____

Strategy Number																			
% of Time Spent Per Strategy																			

Objective number: _____

Strategy Number																			
% of Time Spent Per Strategy																			

Objective number: _____

Strategy Number																			
% of Time Spent Per Strategy																			

Objective number: _____

Strategy Number																			
% of Time Spent Per Strategy																			

BLANK FORM FOR CONTINUING THE LISTING OF STRATEGY NUMBERS

Directions: (1) Write the number of the Objective in the space provided.
(2) Continue to list strategy numbers and estimates of time.

Note: Since each objective has a unique number, that number will be sufficient to identify the category of objectives and the section of the guide to which it is related. Therefore, this form may be used for continuing the strategy listing for any objective from any section of the guide.

Objective number: _____

Strategy Number																	
% of Time Spent Per Strategy																	

Objective number: _____

Strategy Number																	
% of Time Spent Per Strategy																	

Objective number: _____

Strategy Number																	
% of Time Spent Per Strategy																	

Objective number: _____

Strategy Number																	
% of Time Spent Per Strategy																	

Objective number: _____

Strategy Number																	
% of Time Spent Per Strategy																	

CATEGORIES OF OBJECTIVES

CATEGORY I. OBJECTIVES RELATED TO ORIENTATION

4.* Potential students will know the requirements for admission to a program before applying to the program.

10. Before registration new students will know the kinds of vocational, technical, and college-parallel programs that are available at the junior college.

12. People in the community will know what courses are available to them in the community college at least three weeks before registration.

11. By the time of registration each new student will have in writing the general requirements for the completion of his program.

6. By the first week of classes, the student will know the following services are available and how to obtain them: a. career counseling, b. personal counseling, c. job placement, d. academic advisement, e. financial aid, f. student activities, g. health.

CATEGORY II. OBJECTIVES RELATED TO ADMISSIONS AND REGISTRATION

5. Applicants will receive their acceptance or rejection notices within two weeks after the date of receipt of application.

14. Each student will be able to satisfactorily complete registration within one hour.

16. Instructors will have accurate class membership rolls before their first class meeting each term.

31. Grade reports will be available to students within one week after examinations have ended.

19. Students may obtain copies of their own transcripts in a form useful for advisement, program planning, etc., at the time of requests.

18. Urgent transcript requests will be processed on the day they are received.

2. A student's complete official record will be shown to him on his request.

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* The numbering of the objectives is the same as used on the IRC's Student Personnel Services Objectives Assessment questionnaire where the objectives were rated as to their importance.

CATEGORY III. OBJECTIVES RELATED TO ADVISEMENT AND COUNSELING

43. Assistance will be available to students in choices of life style, examination of their values, and in understanding themselves and their interpersonal reactions.
42. Each student will know the necessity for continual reevaluation of most decisions and the necessity of adjustment of his goals.
32. Each student who has chosen a major to be completed in a Florida senior institution will know what lower division courses are required at the senior institution for the completion of that major.
41. Students who have academic or disciplinary action (such as probation or suspension) taken against them in accordance with college policy will know the reasons for the action.
26. Community college students will make and evaluate career plans as they progress toward graduation.
28. Before choosing a career program students will know the following characteristics of jobs in their area of career choice: a. range of income, b. necessary training, c. job opportunities, d. working environment, e. typical job activities.
29. The student will be able to select courses appropriate for his career choice by the time he chooses a major or specific college program.
35. Students will know the names and physical characteristics of the drugs in the following five groups: hallucinogenics, barbiturates, amphetamines, narcotics and alcohol.
36. Students will know the mental and physical effects of the above mentioned five groups of drugs.
37. Students will know the main points of the laws pertaining to drug use.
39. All students will know the symptoms of venereal disease (V.D.) and where to go for examination and treatment.
33. Students will know that education is a continuous process.
34. Students will know that they are responsible for continuing their education.

CATEGORY IV. OBJECTIVES RELATED TO FINANCIAL AID AND OTHER SERVICES

20. College students, high school seniors and others who request financial aid will know what specific on-and-off campus jobs, scholarships, grants and loans are available.
21. The financial aid that is needed to attend college will be provided: a. for each enrolled college student, b. for each student applying for admission to attend college.
22. The financial needs of those who apply for aid will be accurately determined.
23. Students who receive financial aid will budget so that their money meets expenses.
24. Community college students will know the procedure for obtaining financial aid at the senior institution before transferring.
46. Food, school supplies, books and other necessary materials will be readily available to students.

CATEGORY V. OBJECTIVES RELATED TO REGULATIONS

3. Students will know who may receive information from their records.
38. Students will know the level of confidentiality which college staff can provide to those seeking aid to drug problems.
30. Students wishing to withdraw from the college will know the procedure.
40. Students will abide by a student code of conduct while on campus or while taking part in college sponsored activities.

CATEGORY VI. OBJECTIVES RELATED TO STUDENT ACTIVITIES

7. Activities programs for students will meet the cultural, social and involvement needs expressed by students.

CATEGORY VII. OBJECTIVES RELATED TO STUDENT APPRAISAL

15. Before registration new students will know if they need help in base skills such as reading, writing, or arithmetic.
9. Before the new student starts into any program he will know the chances of his being able to successfully complete the program.
27. Before choosing a career each student will know his preferences such as working alone or with people; giving orders or following orders; working with hands or working with ideas.
17. Faculty will be informed of each student assigned to their courses who has a medical problem such as epilepsy, diabetes, etc.

CATEGORY VIII. OBJECTIVES RELATED TO ADMINISTRATION

44. Persons requesting any student personnel services will be served courteously and promptly.
45. Students will feel that student personnel services have treated them equally and without discrimination on the basis of race, religion, or sex.
8. Each division of student personnel services will have a clearly written statement of all policies and procedures.
13. Good public relations with alumni and surrounding community will be maintained.
1. Students will have the opportunity to participate in college governance.
25. Security of the campus including parking areas will be maintained.

NOTE: For each category, the strategies numbered 1-24 are the same. Strategies numbered 25 and above are specific to the category. Please become thoroughly familiar with all the strategies in a category before you begin to list them on the guide. Please note the directions for adding strategies at the end of the listed strategies.

CATEGORY I. STRATEGIES RELATED TO ACHIEVING ORIENTATION OBJECTIVES

STRATEGY
NUMBER

1. Organized persons for planning in relation to this objective.
2. Organized materials for planning in relation to this objective.
3. Organized persons for carrying out activities to achieve this objective.
4. Organized materials for carrying out activities to achieve this objective.
5. Organized persons for evaluating what was done to achieve this objective.
6. Organized materials for evaluating what was done to achieve this objective.
7. Participated in group planning activities in relation to this objective.
8. Engaged in individual planning activities in relation to this objective.
9. Organized and/or conducted inservice training opportunities (conferences, workshops, etc.) related to achieving this objective.
10. Participated in inservice training related to achieving this objective.
11. Read reports, books, periodicals and/or other information related to achieving this objective.
12. Communicated with other staff members or other professionals individually to achieve this objective.
13. Worked with a staff committee in achieving this objective.
14. Worked with a student committee in achieving this objective.
15. Worked with a joint student-staff committee in achieving this objective.
16. Collected information for and/or filled out and/or submitted reports related to achieving this objective.
17. Performed typing, filing, mailing or other clerical tasks related to achieving this objective.
18. Organized and/or conducted and/or participated in research related to achieving this objective.
19. Talked with enrolled students individually to achieve this objective (including serving as counselor, academic advisor, etc.).
20. Talked with enrolled students in their regular classes to achieve this objective.
21. Talked with or served as coordinator for enrolled students in especially organized groups to achieve this objective (including group counseling, special seminars, etc.)
22. Prepared material for and/or used the college catalog in achieving this objective.
23. Prepared material for and/or used a student handbook to achieve this objective.
24. Prepared and/or used with enrolled students especially designed materials for achieving this objective (including brochures mimeographed material, etc.).
25. Talked to high school groups, community groups, employee groups, or other groups of potential students away from the college for the purpose of achieving this objective.
26. Prepared and/or supplied written or printed materials to the above cited groups of potential students to achieve this objective.
27. Talked with prospective students and/or their advisors or parents or teachers or employers individually in achieving this objective.
28. Prepared and/or supplied materials to individual prospective students to achieve this objective.

29. Talked with or arranged programs for high school counselors for the purpose of achieving this objective.
30. Prepared and/or supplied materials to high school counselors for the purpose of achieving this objective.
31. Talked with groups of admitted students in orientation sessions at the college to achieve this objective.
32. Prepared and/or supplied materials to admitted students at orientation sessions in achieving this objective.
33. Prepared articles for college, staff or student newsletters in achieving this objective.
34. Prepared and/or delivered news releases for newspapers, radio or television for the purpose of achieving this objective.
35. Prepared films or slides or videotapes or other audio-visual materials for communication purposes in relation to achieving this objective.
36. Prepared materials for and/or used a college activity calendar to achieve this objective.
37. Prepared and/or used posters in achieving this objective.
38. Organized and/or maintained files relevant to achieving this objective.

(The phrasing of the listed strategies may not exactly describe the strategies you use, but if they come reasonably close, please use their numbers on the guide. However, if the listed strategy is not specific enough or does not adequately represent the strategy you use, write your strategies in the spaces which follow and use the associated numbers to list your added strategies on the guide.)

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CATEGORY II. STRATEGIES RELATED TO ACHIEVING ADMISSION AND REGISTRATION OBJECTIVES

STRATEGY
NUMBER

1. Organized persons for planning in relation to this objective.
2. Organized materials for planning in relation to this objective.
3. Organized persons for carrying out activities to achieve this objective.
4. Organized materials for carrying out activities to achieve this objective.
5. Organized persons for evaluating what was done to achieve this objective.
6. Organized materials for evaluating what was done to achieve this objective.
7. Participated in group planning activities in relation to this objective.
8. Engaged in individual planning activities in relation to this objective.
9. Organized and/or conducted inservice training opportunities (conferecnes, workshops, etc.) related to achieving this objective.
10. Participated in inservice training related to achieving this objective.
11. Read reports, books, periodicals and/or toher information related to achieving this objective.
12. Communicated with other staff members or other professionals individually to achieve this objective.
13. Worked with a staff committee in achieving this objective.
14. Worked with a student committee in achieving this objective.
15. Worked with a joint student-staff committee in achieving this objective.
16. Collected information for and/or filled out and/or submitted reports related to achieving this objective.
17. Performed typing, filing, mailing or other clerical tasks related to achieving this objective.
18. Organized and/or conducted and/or participated in research related to achieving this objective.
19. Talked with enrolled students individually to achieve this objective (including serving as counselor, academic advisor, etc.).
20. Talked with enrolled students in their regular classes to achieve this objective.
21. Talked with or served as coordinator for enrolled students in especially organized groups to achieve this objective (including group counseling, special seminars, etc.).
22. Prepared material for and/or used the college catalog in achieving this objective.
23. Prepared material for and/or used a student handbook to achieve this objective.
24. Prepared and/or used with enrolled students especially designed materials for achieving this objective (including brochures, mimeographed material, etc.).
25. Processed applications for admission in achieving this objective.
26. Collected data for student records in achieving this objective.
27. Stored student data on hard copy in achieving this objective
28. Stored student data on tape or other form for computer processing in achieving this objective.
29. Used computer for registration, processing data, etc. in achieving this objective.
30. Prepared class membership rolls in achieving this objective.

31. Prepared and/or distributed registration instructions, course offerings and schedules in achieving this objective.
32. Prepared and/or distributed advertising of registration procedures in achieving this objective.
33. Assisted students in registering in achieving this objective.
34. Prepared and/or distributed student grade reports in achieving this objective.
35. Processed fee payments in achieving this objective.
36. Processed requests for transcripts in achieving this objective.

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NOTE: For each category, the strategies numbered 1-24 are the same. Strategies numbered 25 and above are specific to the category. Please become thoroughly familiar with all the strategies in a category before you begin to list them on the guide. Please note the directions for adding strategies at the end of the listed strategies.

CATEGORY III. STRATEGIES RELATED TO ACHIEVING ADVISEMENT AND COUNSELING OBJECTIVES

STRATEGY
NUMBER

1. Organized persons for planning in relation to this objective.
2. Organized materials for planning in relation to this objective.
3. Organized persons for carrying out activities to achieve this objective.
4. Organized materials for carrying out activities to achieve this objective.
5. Organized persons for evaluating what was done to achieve this objective.
6. Organized materials for evaluating what was done to achieve this objective.
7. Participated in group planning activities in relation to this objective.
8. Engaged in individual planning activities in relation to this objective.
9. Organized and/or conducted inservice training opportunities (conferences, workshops, etc.) related to achieving this objective.
10. Participated in inservice training related to achieving this objective.
11. Read reports, books, periodicals and/or other information related to achieving this objective.
12. Communicated with other staff members or other professionals individually to achieve this objective.
13. Worked with a staff committee in achieving this objective.
14. Worked with a student committee in achieving this objective.
15. Worked with a student-staff committee in achieving this objective.
16. Collected information for and/or filled out and/or submitted reports related to achieving this objective.
17. Performed typing, filing, mailing or other clerical tasks related to achieving this objective.
18. Organized and/or conducted and/or participated in research related to achieving this objective.
19. Talked with enrolled students individually to achieve this objective (including serving as counselor, academic advisor, etc.).
20. Talked with enrolled students in their regular classes to achieve this objective.
21. Talked with or served as coordinator for enrolled students in especially organized groups to achieve this objective (including group counseling, special seminars, etc.).
22. Prepared material for and/or used the college catalog in achieving this objective.
23. Prepared material for and/or used a student handbook to achieve this objective.
24. Prepared and/or used with enrolled students especially designed materials for achieving this objective (including brochures, mimeographed material, etc.).
25. Used role playing or other psycho-drama techniques in achieving this objective.
26. Used decision-making models or games with individuals or groups in achieving this objective.
27. Provided a variety of cultural and social activities for students in achieving this objective.
28. Arranged for speakers to talk with students in achieving this objective.

29. Obtained and/or provided current catalogs from senior colleges for students' use in achieving this objective.
30. Arranged conferences for staff and/or students with admissions officers or counselors or advisors from senior colleges in achieving this objective.
31. Used thsts to assess students' personality traits, career interests, levels of achievement or other characteristics in achieving this objective.
32. Provided for the evaluation of or evaluated student records and/or test results in achieving this objective.
33. Arranged part-time employment opportunities for students in achieving this objective.
34. Arranged volunteer work experiences for students in achieving this objective.
35. Organized and/or maintained a file of current employment opportunities for students in achieving this objective.
36. Communicated and/or worked with local and state employment agencies in achieving this objective.
37. Communicated and/or worked with potential employers of students in achieving this objective.
38. Arranged tours for students of factories or businesses or courts or health facilities or other places in achieving this objective.
39. Prepared articles and/or advertisements for use in college, staff or student newsletters in achieving this objective.
40. Prepared and/or used posters to communicate to students in achieving this objective.
41. Prepared and/or delivered programs over radio and/or television in achieving this objective.
42. Prepared and/or distributed a list of agencies where students could receive services in achieving this objective.
43. Arranged and/or held conferences with staff from community, county, or state health agencies in achieving this objective.
44. Prepared and/or used films, slides, videotapes or other audiovisual materials for disseminating information to students in achieving this objective.

(The phrasing of the listed strategies may not exactly describe the strategies you use, but if they come reasonably close, please use their numbers on the guide. However, if the listed strategy is not specific enough or does not adequately represent the strategy you use, write your strategies in the spaces which follow and use the associated numbers to list your added strategies on the guide.)

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CATEGORY IV. STRATEGIES RELATED TO ACHIEVING FINANCIAL AID AND OTHER SERVICES OBJECTIVES

STRATEGY
NUMBER

1. Organized persons for planning in relation to this objective.
2. Organized materials for planning in relation to this objective.
3. Organized persons for carrying out activities to achieve this objective.
4. Organized materials for carrying out activities to achieve this objective.
5. Organized persons for evaluating what was done to achieve this objective.
6. Organized materials for evaluating what was done to achieve this objective.
7. Participated in group planning activities in relation to this objective.
8. Engaged in individual planning activities in relation to this objective.
9. Organized and/or conducted inservice training opportunities (conferences, workshops, etc.) related to achieving this objective.
10. Participated in inservice training related to achieving this objective.
11. Read reports, books, periodicals and/or other information related to achieving this objective.
12. Communicated with other staff members or other professionals individually to achieve this objective.
13. Worked with a staff committee in achieving this objective.
14. Worked with a student committee in achieving this objective.
15. Worked with a joint student-staff committee in achieving this objective.
16. Collected information for and/or filled out and/or submitted reports related to achieving this objective.
17. Performed typing, filing, mailing or other clerical tasks related to achieving this objective.
18. Organized and/or conducted and/or participated in research related to achieving this objective.
19. Talked with enrolled students individually to achieve this objective (including serving as counselor, academic advisor, etc.).
20. Talked with enrolled students in their regular classes to achieve this objective.
21. Talked with or served as coordinator for enrolled students in especially organized groups to achieve this objective (including group counseling, special seminars, etc.).
22. Prepared material for and/or used the college catalog in achieving this objective.
23. Prepared material for and/or used a student handbook to achieve this objective.
24. Prepared and/or used with enrolled students especially designed materials for achieving this objective (including brochures, mimeographed material, etc.).
25. Talked with or arranged programs for high school counselors in achieving this objective.
26. Prepared and/or supplied materials to high school counselors in achieving this objective.
27. Prepared and/or sent or supplied materials to students who were applying for admission in achieving this objective.

28. Talked with groups of admitted students at orientation sessions in achieving this objective.
29. Prepared and/or supplied materials to admitted students at orientation sessions in achieving this objective.
30. Used the college or student newspaper in achieving this objective.
31. Assisted students in filling out forms in achieving this objective.
32. Arranged for and/or used the services of the College Scholarship Service in achieving this objective.
33. Arranged part-time job opportunities for students in achieving this objective.
34. Attended conferences and/or other meetings in order to keep current on government and/or private loan, grant, or scholarship programs.
35. Cultivated sources of financial aid in achieving this objective.
36. Organized and/or maintained files on financial aid recipients in achieving this objective.
37. Arranged and/or held conferences for students and/or staff with financial aid staff members of senior colleges in achieving this objective.
38. Collected and/or distributed material relating to the financial aid programs of senior colleges in achieving this objective.
39. Provided a bookstore and/or book exchange for students in achieving this objective.
40. Provided a cafeteria for students in achieving this objective.
41. Provided automatic food dispensers for students in achieving this objective.

(The phrasing of the listed strategies may not exactly describe the strategies you use, but if they come reasonably close, please use their numbers on the guide. However, if the listed strategy is not specific enough or does not adequately represent the strategy you use, write your strategies in the spaces which follow and use the associated numbers to list your added strategies on the guide.)

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CATEGORY V. STRATEGIES RELATED TO ACHIEVING REGULATIONS OBJECTIVES

STRATEGY
NUMBER

1. Organized persons for planning in relation to this objective.
2. Organized materials for planning in relation to this objective.
3. Organized persons for carrying out activities to achieve this objective.
4. Organized materials for carrying out activities to achieve this objective.
5. Organized persons for evaluating what was done to achieve this objective.
6. Organized materials for evaluating what was done to achieve this objective.
7. Participated in group planning activities in relation to this objective.
8. Engaged in individual planning activities in relation to this objective.
9. Organized and/or conducted inservice training opportunities (conferences, workshops, etc.) related to achieving this objective.
10. Participated in inservice training related to achieving this objective.
11. Read reports, books, periodicals and/or other information related to achieving this objective.
12. Communicated with other staff members or other professionals individually to achieve this objective.
13. Worked with a staff committee in achieving this objective.
14. Worked with a student committee in achieving this objective.
15. Worked with a joint student-staff committee in achieving this objective.
16. Collected information for and/or filled out and/or submitted reports related to achieving this objective.
17. Performed typing, filing, mailing or other clerical tasks related to achieving this objective.
18. Organized and/or conducted and/or participated in research related to achieving this objective.
19. Talked with enrolled students individually to achieve this objective (including serving as counselor, academic advisor, etc.).
20. Talked with enrolled students in their regular calsses to achieve tis objective.
21. Talked with or served as coordinator for enrolled students in especially organized groups to achieve this objective (including group counseling, special seminars, etc.).
22. Prepared material for and/or used the college catalog in achieving this objective.
23. Prepared material for and/or used a student handbook to achieve this objective.
24. Prepared and/or used with enrolled students especially designed materials for achieving this objective (including brochures, mimeographed material, etc.).
25. Prepared materials for and/or supplied a manual to staff members in achieving this objective.
26. Talked to admitted students in orientation sessions in achieving this objective.
27. Prepared and/or supplied materials to admitted students in orientation sessions in achieving this objective.
28. Organized and/or worked with a student government committee in achieving this objective.

(The phrasing of the listed strategies may not exactly describe the strategies you use, but if they come reasonably close, please use their numbers on the guide. However, if the listed strategy is not specific enough or does not adequately represent the strategy you use, write your strategies in the spaces which follow and use the associated numbers to list your added strategies on the guide.)

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CATEGORY VI. STRATEGIES RELATED TO ACHIEVING STUDENT ACTIVITIES OBJECTIVE

STRATEGY
NUMBER

1. Organized persons for planning in relation to this objective.
2. Organized materials for planning in relation to this objective.
3. Organized persons for carrying out activities to achieve this objective.
4. Organized materials for carrying out activities to achieve this objective.
5. Organized persons for evaluating what was done to achieve this objective.
6. Organized materials for evaluating what was done to achieve this objective.
7. Participated in group planning activities in relation to this objective.
8. Engaged in individual planning activities in relation to this objective.
9. Organized and/or conducted inservice training opportunities (conferences, workshops, etc.) related to achieving this objective.
10. Participated in inservice training related to achieving this objective.
11. Read reports, books, periodicals and/or other information related to achieving this objective.
12. Communicated with other staff members or other professionals individually to achieve this objective.
13. Worked with a staff committee in achieving this objective.
14. Worked with a student committee in achieving this objective.
15. Worked with a joint student-staff committee in achieving this objective.
16. Collected information for and/or filled out and/or submitted reports related to achieving this objective.
17. Performed typing, filing, mailing or other clerical tasks related to achieving this objective.
18. Organized and/or conducted and/or participated in research related to achieving this objective.
19. Talked with enrolled students individually to achieve this objective (including serving as counselor, academic advisor, etc.).
20. Talked with enrolled students in their regular classes to achieve this objective.
21. Talked with or served as coordinator for enrolled students in especially organized groups to achieve this objective (including group counseling, special seminars, etc.).
22. Prepared material for and/or used the college catalog in achieving this objective.
23. Prepared material for and/or used a student handbook to achieve this objective.
24. Prepared and/or used with enrolled students especially designed materials for achieving this objective (including brochures, mimeographed material, etc.).
25. Assessed students' cultural, social or involvement needs through questionnaires in achieving this objective.
26. Provided for and/or coordinated student representation on college committees in achieving this objective.
27. Provided for and/or assisted in organizing and/or served as advisor for a student government organization in achieving this objective.

28. Provided for and/or assisted in organizing and/or served as advisor for student organizations other than student government in achieving this objective.
29. Prepared and/or used an activity calendar in achieving this objective.
30. Participated in organizing and/or conducting and/or coordinating programs for students in achieving this objective.
31. Prepared materials for and/or used the college or student newspaper in achieving this objective.
32. Prepared and/or used posters in achieving this objective.

(The phrasing of the listed strategies may not exactly describe the strategies you use, but if they come reasonably close, please use their numbers on the guide. However, if the listed strategy is not specific enough or does not adequately represent the strategy you use, write your strategies in the spaces which follow and use the associated numbers to list your added strategies on the guide.)

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CATEGORY VII. STRATEGIES RELATED TO ACHIEVING STUDENT APPRAISAL OBJECTIVES

STRATEGY
NUMBER

1. Organized persons for planning in relation to this objective.
2. Organized materials for planning in relation to this objective.
3. Organized persons for carrying out activities to achieve this objective.
4. Organized materials for carrying out activities to achieve this objective.
5. Organized persons for evaluating what was done to achieve this objective.
6. Organized materials for evaluating what was done to achieve this objective.
7. Participated in group planning activities in relation to this objective.
8. Engaged in individual planning activities in relation to this objective.
9. Organized and/or conducted inservice training opportunities (conferences, workshops, etc.) related to achieving this objective.
10. Participated in inservice training related to achieving this objective.
11. Read reports, books, periodicals and/or other information related to achieving this objective.
12. Communicated with other staff members or other professionals individually to achieve this objective.
13. Worked with a staff committee in achieving this objective.
14. Worked with a student committee in achieving this objective.
15. Worked with a joint student-staff committee in achieving this objective.
16. Collected information for and/or filled out and/or submitted reports related to achieving this objective.
17. Performed typing, filing, mailing or other clerical tasks related to achieving this objective.
18. Organized and/or conducted and/or participated in research related to achieving this objective.
19. Talked with enrolled students individually to achieve this objective (including serving as counselor, academic advisor, etc.).
20. Talked with enrolled students in their regular classes to achieve this objective.
21. Talked with or served as coordinator for enrolled students in especially organized groups to achieve this objective (including group counseling, special seminars, etc.).
22. Prepared material for and/or used the college catalog in achieving this objective.
23. Prepared material for and/or used a student handbook to achieve this objective.
24. Prepared and/or used with enrolled students especially designed materials for achieving this objective (including brochures, mimeographed material, etc.).
25. Corresponded with high school counselors in achieving this objective.
26. Provided for the evaluation of or evaluated student records (academic, medical, etc.) and/or test results in achieving this objective.
27. Administered tests to individual students in achieving this objective.
28. Administered tests to groups of students in achieving this objective.

29. Provided work experiences for students in achieving this objective.
30. Communicated verbally with faculty about a student's health problem in achieving this objective.
31. Sent written communication to faculty members about a student's health problem in achieving this objective.
32. Organized and/or maintained a file of student health records in achieving this objective.
33. Organized and/or maintained a file of information other than student health records in achieving this objective.

(The phrasing of the listed strategies may not exactly describe the strategies you use, but if they come reasonably close, please use their numbers on the guide. However, if the listed strategy is not sepcific enough or does not adequately represent the strategy you use, write your strategies in the spaces which follow and use the associated numbers to list your added strategies on the guide.)

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CATEGORY VIII. STRATEGIES RELATED TO ACHIEVING ADMINISTRATION OBJECTIVES

STRATEGY
NUMBER

1. Organized persons for planning in relation to this objective.
2. Organized materials for planning in relation to this objective.
3. Organized persons for carrying out activities to achieve this objective.
4. Organized materials for carrying out activities to achieve this objective.
5. Organized persons for evaluating what was done to achieve this objective.
6. Organized materials for evaluating what was done to achieve this objective.
7. Participated in group planning activities in relation to this objective.
8. Engaged in individual planning activities in relation to this objective.
9. Organized and/or conducted inservice training opportunities (conferences, workshops, etc.) related to achieving this objective.
10. Participated in inservice training related to achieving this objective.
11. Read reports, books, periodicals and/or other information related to achieving this objective.
12. Communicated with other staff members or other professionals individually to achieve this objective.
13. Worked with a staff committee in achieving this objective.
14. Worked with a student committee in achieving this objective.
15. Worked with a joint student-staff committee in achieving this objective.
16. Collected information for and/or filled out and/or submitted reports related to achieving this objective.
17. Performed typing, filing, mailing or other clerical tasks related to achieving this objective.
18. Organized and/or conducted and/or participated in research related to achieving this objective.
19. Talked with enrolled students individually to achieve this objective (including serving as counselor, academic advisor, etc.).
20. Talked with enrolled students in their regular calsses to achieve this objective.
21. Talked with or served as coordinator for enrolled students in especially organized groups to achieve this objective (including group counseling, special seminars, etc.).
22. Prepared material for and/or used the college catalog in achieving this objective.
23. Prepared material for and/or used a student handbook to achieve this objective.
24. Prepared and/or used with enrolled students especially designed materials for achieving this objective (including brochures, mimeographed material, etc.).
25. Provided for the publication and/or distribution of policy statements in achieving this objective.
26. Provided for staffing of student personnel services during evenings and/or on weekends in achieving this objective.
27. Organized and/or conducted programs to meet identified needs of the community in achieving this objective.

28. Participated in community organizations in achieving this objective.
29. Provided for student representatives to serve on college committees in achieving this objective.
30. Organized and/or conducted a "Student Government Day" in achieving this objective.
31. Arranged for students to work in administrative units of the college in achieving this objective.
32. Provided for a security force for patrolling the college in achieving this objective.
33. Consulted and/or worked with local law enforcement agencies in achieving this objective.

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COMPUTATIONAL PROCEDURE FOR COST ANALYSIS OF STUDENT PERSONNEL SERVICES STRATEGIES

(1) use each guide to determine the respondent's cost for each strategy (respondent's annual salary multiplied by the percent of his/her time devoted to the strategy);
(2) calculate the cost of each strategy by summing over respondents' cost of involvement in the strategy;
(3) determine the cost of each strategy per FTE (divide the total by the number of full-time equivalent student cost of each strategy);
(4) calculate the cost of an objective by summing all strategies utilized to achieve the objective;
(5) calcualte the total cost per FTE for the objective (divide the total cost of the objective by the number of full-time equivalent students).

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 23 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION